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ABSTRACT

The papers included in this volume constitute the proceedings of a conference on the theme of the expected role of the professsional librarian in an academic library, a public library, a school library, and a special library. Grouped under these four different library headings, the papers present the viewpoints of library administrators, library science educators, and young practicing professionals, and provide a comparative analysis of the expected roles. The appendix lists the conference attendees. (Author/JD)

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THE EXPECTED ROLE OF BEGINNING LIBRARIANS: A COMPARATIVE ANALYSIS FROM ADMINISTRATORS, EDUCATORS, AND YOUNG PROFESSIONALS

PROCEEDINGS OF A CONFERENCE

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Preface

The Education Section of the Tennessee Library Association, library science educators, administrators, and librarians share the responsibilities for the development of timely and effective library science education programs. This conference represents one of the ways in which these groups are working together to improve communications and develop improved educational programs in the State of Tennessee. The papers presented in this volume constitute the proceedings of a conference sponsored by the Education Section of the Tennessee Library Association on the theme of the expected role of the professional librarian in an academic library, a public library, a school library, and a special library. The purpose of these published proceedings is to provide an outline of the basic concepts that were presented during the conference and to serve as a stimulus for improving communications between library science educators, administrators, and practicing librarians.

As editor of these proceedings, I am most grateful to the speakers of this conference and to the many participants who chose to attend the conference. The interest shown by both the speakers and participants was very heartwarming and made the time and effort necessary for the conference and the proceedings all worthwhile.

My most urgent gratitude is due to the Education Section of the Tennessee Library Association for sponsoring the conference itself and to the J. W. Brister Library at Memphis State University for publishing the proceedings.

Finally, I am grateful to Sue King and Norma Morris for their enormously valuable service in the preparation of these manuscripts for publication.

R.W.C.

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CONFERENCE OBJECTIVES AND RATIONALE

R. Wilburn Clouse
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Many changes have occurred in the operations of libraries in the past decade. Libraries have grown more complex over the years as information has increased at an exponential rate, patrons have become more demanding and technology has become more developed in the area of information science. The library science educator, administrator and professional librarian have a strong need to keep abreast of modern developments in order to assure that libraries are being operated at the maximum level of productivity and usefulness. These changes that have occurred in recent years have led to the development of this conference on library education.

The major purpose of this conference was to provide a forum whereby library educators, administrators, and young professionals could meet to interact and express their concerns about library education. In order to set the stage for this kind of interaction, the following rationale was developed for the conference.

The technical advances and the economic conditions in the past decade have substantially changed the operations of libraries and the curriculum in library education programs. The young professional librarian is now exposed to many new concepts including management by objectives, zero-based budgeting, encumbrance accounting, computer-based cataloging, computer-based reference service, on-line circulation and acquisitions systems, bureaucratic structures within organizations, decentralization of library services, community involvement, and many other new procedures, techniques, and operational systems. The library client has also grown to expect more efficiency and more effectiveness from libraries of all types.

The young professional librarian must have new and different skills from the librarian of a decade ago. The patron demand for improved services and the pressures of economics are placing heavy demands on library systems.

With the changes that have occurred in the past decade, one might investigate the role expectations of librarians from the reference point of educators, library administrators, and young professional librarians. A number of questions related to role expectations can be raised. A few of these questions are as follows: (1) are these role expectations compatible; (2) does the new professional librarian learn what he or she needs to know in library school; (3) does the young librarian perform professional duties, or must he or she be satisfied with non-professional activities during the first one to two years; (4) does the library administrator think that the young professional is competent to perform professional duties; (5) is there a built-in feedback system for determining the effectiveness of library education; (6) do library educators, administrators, and new professionals discuss the different types of skills and competencies needed to function effectively in today's libraries; (7) what are the expectations of the young professional librarian in a bureaucratic structure?

These are some of the issues that can be raised concerning the topic of the expected role of beginning librarians. Many other similar issues were raised by the program participants that were of interest to the library profession.

Librarians from all types of libraries were invited to attend the conference and to participate in discussions. Library administrators, library educators, and young professional librarians presented papers on the role of the beginning librarian in each of their respective libraries. The conference was held in two locations in the State of Tennessee in order to make it convenient for many librarians to attend. The first session was held in February 1978 at Tennessee Technological University in Cookeville, Tennessee and the second session was held in March 1978 at Jackson State Community College in Jackson, Tennessee. These two meetings attracted more than 80 library science educators, administrators, and young professional librarians.

Library and information science has undergone radical changes in the past two decades; these changes are certain to continue and indeed accelerate in future years. It is no longer enough for the librarian to be skilled in just the functional aspects of librarianship. Much more is needed, such as a systems approach to organizational theory and change strategies.

The global objectives of this conference were to establish a forum that would provide the library science educator, administrator, and young professional the opportunity to discuss the problems related to library science education.

THE EXPECTED ROLE OF BEGINNING ACADEMIC LIBRARIANS

Moderators:	Dudley Yates Director, Library Tennessee Tech	Van Veatch Director, Library Jackson State
Viewpoint of the Library Science Educator	Gary Purcell, Director School of Library and Information Science University of Tennessee	Edwin S. Gleaves Director, School of Library Science Peabody College
Viewpoint of the Library Administrator	Frank P. Grisham* Director, Joint University Libraries	Lester J. Pourciau Director, Library Memphis State University
Viewpoint of the Young Professional Librarian	Janice Keck Librarian Tennessee Tech	Saundra Williams Engineering Librarian Memphis State University

* Manuscript not available

THE EXPECTED ROLE OF LIBRARIANS: VIEWPOINT OF A LIBRARY SCIENCE EDUCATOR

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Introduction

In the announcement of this program, it was noted that substantial changes had occurred in the past decade in the operation of libraries and in the curriculum of library schools and that these changes raised the important issue of role expectations for the new professional in the field.

This is an issue that is sometimes charged with tensions. I can attest to this issue from an experience which occurred at the American Library Association Centennial Conference in Chicago. A meeting was held to discuss this very issue and present were the deans and directors of library schools and the personnel directors of large academic libraries. Rather divergent ideas about the role expectations of the beginning librarian emerged from the two groups. There were heated words and it became apparent that each group regarded the beginning librarian (or recent library school graduate) with a different perception. Our group today might find that we have more in common than the group which met in Chicago.

A number of interesting questions were raised in the program announcement. In either a direct or indirect fashion, I will try to address some of those questions. As a library educator, I will respond to what I believe are the responsibilities of a young librarian or information professional in an academic library.

Academic Preparation--A Shared Responsibility

Preparations of the beginning librarian or information professional places the library educator in a dilema which can never be resolved. On the one hand, the library school graduate will complete a program and be expected to fill a position which requires a certain knowledge base, information processing skills, and probably in most cases, some management knowledge and skills. Yet experience shows that in 6 months to 2 years the expectations for many of these graduates will be substantially different than at the beginning point in their career. In some instances initial expectations are the same as long-term expectations in other positions. The dilema then is how to prepare an individual to meet initial job expectations and at the same time provide the understanding, skills and knowledge base required to meet job expectations which occur at a later point in their career.

The answer to this is that it must be a shared responsibility between the library school and the employer. Each should do what they can. The library education program should provide the student with a conceptual foundation of the profession of librarianship and information science, a context into which more specific knowledge and skills can be placed. Much of that knowledge and

many of the skills should also be provided in library school, but many should be provided after the person is on the job, either through a formal internship program or by assignment to deal with problem solving situations.

The beginning librarian should have a basic understanding of what is often referred to as the core of library education and the fundamental elements common to the operation of all libraries. These items often include: (1) an understanding of the meaning of the occupational role of the librarian; (2) an understanding of client-oriented public services; (3) an understanding of the principles and practices of materials selection and collection building; (4) an understanding of bibliographic control, bibliographic access, and technical services operation; and (5) an understanding of the principles and practice of management as applicable to library operations.

In addition the beginning librarian should know and understand how to use the literature of their profession, particularly how to evaluate and incorporate research in the field to increase their effectiveness. They should know how to gain an understanding of the needs of the clientele they serve in the university and to do this they need to have the skills to deal with problem solving situations. This should include the skills to conduct research and to use statistics. The beginning librarian should also be acquainted with the social and institutional forces which affect the nature and quality of service which they and their institution can provide, i.e., the forces at work within the academic setting. They should have an understanding of the methodology of evaluation of the services which they perform in order to meet the expectations of accountability inherent in these times of limited financial resources.

These are some of the expectations which I, as a library educator, have for the beginning librarian. The expectations are not all met due to limitations in our ability as library educators to provide students with this quality of education. There is also a limitation due to time and frequently a limitation in the student's ability. But at least the expectation is there.

Now what does this mean in terms of the capabilities of the beginning academic librarian and particularly what the library can and should expect of them. (1) It means that the beginning reference librarian won't be familiar with more than a fraction of the reference resources of the academic library in which they work, but they will know how to become familiar with the collection and how to exploit it more fully than if they had only a knowledge of a fixed number of titles with which they were familiar. They will also be acquainted with reference and information resources beyond the confines of their own library. (2) It means that they should be prepared to handle supervisory responsibilities soon, if not immediately. They may be responsible for supervising non-professionals who know their job very well (far better than the beginning professional) but the beginning professional should know how to familiarize themselves with the nature of the jobs they supervise. (3) It means that the beginning professional should know how to build and organize a collection, even in subject areas with which they have limited knowledge. (4) It means that the beginning professional should know how to deal with their clientele effectively and with a service orientation, and that they are able to evaluate and justify their needs for resources in terms of services performed.

These are but a few examples of what the beginning professional should and can do. The implication of this kind of preparation is that it is wasteful of the talent and education of the beginning professional if they are not given challenging responsibilities requiring judgment and problem solving right at the beginning of their professional career. They need not serve an apprenticeship before assuming professional responsibilities. The bureaucratic structure of some libraries, particularly large libraries, sometimes mediates against the optimum use of this talent, but it need not. It is largely a matter of library administrators and supervisors structuring the work so as to gain maximum utilization of the talent and expertise of the new professional. Assignment of the new professional to non-professional tasks other than for the purpose of brief familiarization is not the best use of their ability and preparation.

It is also imperative that those skills and that knowledge best learned within the institutional setting be imparted by the library in a systematic fashion and that it be recognized as the library's responsibility and opportunity to do so rather than the responsibility of the library school. This could include acquaintance with procedures, with the reference collection, with unique files, etc.

As I mentioned before, the education of the new professional is a shared responsibility, shared among the following: the library school, the academic library and the individual who at all points has the responsibility for adding to his or her understanding and knowledge base.

LIBRARY EDUCATION IN TRANSITION

Edwin S. Gleaves
George Peabody College
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Introduction

The times they are a-changing. Consider, for example, the following standards for admission to the University of Illinois Library School, published September, 1913:

> Undergraduates who intend, on the completion of their college work, to apply for the admission to the University of Illinois Library School, are requested to select their courses so as to conform in general to the following recommended program of studies preparatory to library work.
>
> The figures after each subject indicate the minimum number of lecture or recitation hours per week which the student should devote to that subject throughout one college year of about 36 weeks.
>
> English literature, 5; rhetoric, 2.
>
> Latin, 4, in addition to four years of high school German; French, 4, in addition to two years of high school French. In the case of a language not begun in the high school, the amount of time devoted to it in college should be increased.
>
> Mediaeval and modern European history, 3; history of England, 3; history of the United States, 3.
>
> Economics, 3; political science, 2; sociology, 3.
>
> Philosophy, 2; general psychology, 2.
>
> The total of this work amounts to 50 year hours, or 100 semester hours, leaving the equivalent of one year of a four-year course free for work in other subjects or for more work in the subjects named.

Our modern pundit and prophet, Art Buchwald, sees it another way, saying that today "Colleges Need You":

> There was a time not long ago, when parents lived in fear that their children would not be accepted in college. They made the rounds of colleges and universities with their off-spring, submitting to countless interviews by hard-faced directors of admissions who always told them, "Don't get your hopes up."

Well, all this has changed, and most schools are desperate for students to fill their freshman class. Many colleges are now recruiting high school graduates in the same manner they used to recruit high school athletes.

I know a young man who has been applying to colleges this spring, and the response has been phenomenal.

He wrote to one school asking for information and a brochure and received a response in two days: "We are happy to inform you that you have been accepted in the freshman class at Zigzag College. The school term will begin on September 13. Kindly send your deposit of $500 in the enclosed self-addresed envelope."

. . .

A week later a man who said he was the director of admissions of Sara Lee University showed up at the door. "I just wanted to tell you personally how happy we are to have you as a student at Sara Lee."

"But I haven't applied to Sara Lee," the boy protested.

"We got your name from a spy in the Lieba Tech admissions office. You'd hate Lieba Tech. It has no student parking facilities at all."

"But," the mother said, "isn't Sara Lee a girls' school?"

"If your son agrees to go there, we'll make it coed."

"Do you have a soccer team?" the boy asked.

"You want a soccer team--we'll have a soccer team. You can choose your own uniform."

"I smoke pot," the boy said.

"Who doesn't smoke pot?" the director of admissions asked.

"Don't you even want to look at my school records?"

"School records lie." the director of admissions yelled. "We want the all-around type of student who is interested in something besides studies."

"I don't know what to say," the boy replied.

Suddenly the director of admissions started to sob. "I don't want to beg, but I have a quota to fill. Give me a break. Come to Sara Lee. My job depends on it. I need you, boy. Why can't you understand that?"

"Please," the father said. "Get off your knees. I assure you we will give Sara Lee our consideration."

As the family led the sobbing director of admissions down the walk to his car, the director asked, "When will I hear from you?"

The boy shook the director's hand and said, "Don't call us--We'll call you."[1]

Changing Standards

Hyperbole notwithstanding, the change in higher education standards is undeniable. What has happened? In a few words--or numbers--the enrollment expansion in higher education in this country has come to an end. According to an article in the Journal of Higher Education: "The enormous enrollment expansions which came about at the end of World War II seemingly are coming to an end and the projections made in the early 1960's of continuous expansion throughout the rest of the twentieth century are proving to be woefully unfounded."[2] In 1952 we had 2,500,000 students enrolled in colleges in this country; by 1972 this number had grown to 8,500,000. For 1980 we had projected a growth to 12,000,000 students and by the year 2000, 17,000,000-20,000,000, when in actuality the number now expected for 1980 is only about 10,500,000 and by 1982 the number will decrease.

Along with numbers, the universities in this country have lost prestige because of empty promises and exaggerated claims. The great society that the massive investment in education was supposed to produce during the 1960's and 1970's has been a will-of-the-wisp never to be grasped. The economic value of college education or of graduate school education has decreased in the 1970's with the over-education of graduates in a number of areas. Many Ph.D.'s are unemployed or under-employed in positions beneath their training and, they must think, their dignity.

The beleaguered professor, too, is no longer comfortable with the job to be done. The age of easy, secure teaching loads, of lucrative research opportunities, or certain salary increases is gone. Gone too may be the profession of teaching English and other subjects in the humanities in the traditional sense, as was so well expressed in the recent article on "How to Kill a College" published in Saturday Review.[3]

Graduate Library Education

These depressing trends suggest at least two implications for graduate library education: (1) the need to maintain standards in graduate library education at a time when the number of students may be dropping and the quality variable; and (2) the need to deal squarely with problems of unemployment, especially in college and university libraries in the country. The slowdown in enrollment in higher education must inevitably affect the need for university-level personnel, among them librarians. Those of us involved in, and dedicated to, graduate library education are having to realize that it is no longer business as usual, that the old formulae simply will not work. The good side of the educational coin is that necessity may once again become the mother of invention, as we have to look to new teaching technologies, to new educational markets, and to new curricula.

One problem in graduate library education is the lingering idea of a resident college. Is it possible that in an age of near full employment, in an age of relative economic austerity, in an age of emphasis on competency-based education, we can expect our library science students to always take that magic one year beyond undergraduate studies and "go to library school"? Is this one year of on-site study all that important anyway? As part of one's total educational career it represents only one out of seventeen years. In point of fact, that one year can usually be reduced to about thirty-eight weeks of study. In addition, students have often had a wide range of experience in other areas to help them "prepare for life." And if all that we now hear about continuing education is true, this one year will only be the beginning for true lifelong learning.

In the field of education, the question of the resident graduate degree--usually the doctorate--is being answered by the external degree. The advent of Nova University, which is now producing more doctorates in education than Indiana University, Michigan State University and Ohio State University combined, has shaken the educational world, particularly in light of the fact that this non-resident university has been accredited by the Southern Association of Colleges and Schools.[4] Such programs as that of Nova (and there are others) allow the graduate student to obtain the doctorate without leaving a job or home.

To what extent such educational patterns are going to affect graduate library education is difficult to see at this point, but a number of schools are now offering off-campus courses. In the case of Peabody, we are now in the second year of an off-campus program in Memphis, in which we now have about forty degree students enrolled. Without attempting here to describe this program in depth, we can say that this off-campus program has gone through careful planning and has shown excellent results thus far. It is a modest program, which is integrally tied to the on-campus program in Nashville, but it does provide the resident in Memphis and surrounding areas the opportunity to study for the master's degree near home and to attend the campus in Nashville for no more than one full semester.[5]

We have mentioned continuing education as a sequel to the formal year or so of graduate library education. But continuing education implies more than the usual workshops and seminars to keep the librarian "up-to-date." Here, CLENE (Continuing Library Education Network and Exchange) has the right idea, for new patterns of library education are going to call for new teaching formats requiring reproducibility, flexibility, mobility, and usability. Continuing education should not simply be an add-on to a professional position or that nuisance usually called in-service education and generally decried by all. Just what our incentives will be to keep librarians abreast of continuing developments is, I believe, one of our great lacks at this moment.

What then can library education do in this age of educational transition? However structured, it should, it seems to me, do at least the following: (1) foster lifelong education (and, if possible, a <u>love</u> for education); (2) employ competency-based and field-based education wherever possible in light of rising expectations of library employers; (3) inculcate a sense of professionalism and pride in one's work; and (4) leave with the student a sense of mystery, a realization that, however new the educational scene, most of the issues we are now facing in librarianship are not new.

In this last regard, I believe that students, librarians, and library educators, would join hands in subscribing to the following views of library education:

> To make standards dynamic rather than static they should be subjected to constant scrutiny by the schools themselves in the light of frequent reanalysis of the training necessary for the professional librarian. Content of the curriculum, in other words, other methods of instruction, should be determined by first-hand acquaintance with the most progressive library service rather than by tradition and education.

This "modern" quote is from the Williamson report on library education of 1923.

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THE ROLE OF BEGINNING ACADEMIC LIBRARIANS

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Introduction

My comments this morning are supposed to give you some impression of my understanding of the role of the new or beginning academic librarian. My first enthusiasm for the topic was dampened somewhat when I began to give serious thought to the notion of role as carried out by the librarian, because role--of the librarian, the butcher, the baker, or the candlestick maker--cannot be separated from the status occupied by each of these people. A brief discussion of the interrelationship of role and status will come later. For the moment, it seems appropriate to point out to you that my comments and those of my colleagues here this morning will suffer seriously from the constraint of time. The few minutes allotted to each of us will not allow for anything approaching a thorough discussion of the role of the beginning librarian. Another reason for you to look askance at what I say is that I will speak about my understanding of the appropriate role of the beginning librarian; I have genuinely tried to avoid reflecting anyone else's views.

Role and Status Interrelationship

The foregoing promised a discussion of the interrelationship of role and status. The interdependence of these terms and the senses in which I will use them today were best explained by Ralph Linton, in 1936, in his classic Study of man. He identified status as ". . . simply a collection of rights and duties."[1] He then defined role as ". . . the dynamic aspect of a status."[2] Put another way, a status is, conceptually, a position or rank in a particular group or pattern and carries with it a prescribed collection of rights and responsibilities. When these rights and duties are exercised, the person to whom they are assigned is performing a role. This means that, accepting the necessary interrelationship between status and role, it follows that some kind of status of the beginning academic librarian must be identified before we can speak with any meaning of that librarian's role. Let me suggest that the word, "beginning," in the title of this paper has a bearing on the status of the hypothetical librarian we are discussing. There certainly is a difference between the rights and duties assigned to the beginning librarian and those assigned to the more professionally mature and experienced librarian. But, since I am speaking about the beginning librarian, there needs to be nothing more said about this distinction.

There are several factors which influence the status, and thus the role, of a beginning academic librarian. One of these is the particular nature or character of the college or university in which our hypothetical beginning academic librarian might be hired. On one end of a spectrum of institutions there is the fully developed university with a strong commitment to teaching and an equally strong emphasis on scholarship. If a librarian, beginning or otherwise, is employed at such an institution and is appointed with faculty

rank, it is probable that this librarian is expected to meet certain criteria for continued employment, promotion, and tenure which are reflections of university-wide expectations of faculty. At the other end of the spectrum is the college or university where expectations of faculty focus primarily on teaching, or in the case of librarians, daily job performance as understood in terms of traditional assignments.

Interacting with the "nature of the institution" variable is the specific nature of the appointment of the beginning academic librarian. It is possible for the appointment to be made such that it is without faculty rank, ranging from the so-called "equivalent rank" or "equivalent status" kind of appointment to appointment as a member of an institution's classified staff.

It might seem that I have spent some time, up to this point, trying to tell you that I will be unable to say anything definite about the role of the beginning academic librarian. This is not completely true, but it is important to point out briefly the difficulty of speaking about this role unless there is some clear understanding about the terms of an appointment and of the institution at which the appointment is made.

Role--Beginning Academic Librarian

With the foregoing out of the way, I can now try to tell you something about what I, as an administrator, expect of the beginning academic librarian at Memphis State University. In keeping with the discussion above, I should say that Memphis State is a comprehensive university, still maturing qualitatively, after a period of quantitative growth during the 1960's. It expects quality teaching from its faculty and is increasingly placing emphasis on scholarship and research. Librarians are appointed as members of the university's faculty and, as such, are subject to appointment, promotion, and tenure criteria which were derived in a way so as to reflect university-wide criteria, and to reflect national norms in librarianship. These criteria speak to job performance, research or creative activities, and public service. They also allow, albeit implicitly, for interpretation to the effect that librarians should pursue degrees and training beyond the master's degree in librarianship. Some of the librarians at Memphis State already hold degrees beyond the master's in librarianship. Others, some beginning and some not so beginning, are working on and are in various stages of completing second master's degrees in a variety of subjects. The completing of these degrees is of value both to the individual and to the library in that it brings subject expertise to the library staff and serves to indicate a commitment to scholarship on the part of the individual librarian.

At this point you may say, "Well, this is all fine and good. But, just what is it that you expect the beginning librarian in your library to do, and what kind of training should the beginning librarian have so that he or she can do a good job in your library?" To the first part of the question I can only say that it depends on the particular area or department of the library in which the librarian will be working. In answer to the second part of the question, I think that library schools do an excellent job of training students in the core subjects in which all librarians should have basic knowledge. Building upon this basic training and the development of expertise in one or more of these core subjects is not, I think, the responsibility of the library school but, rather, must come about as a result of a collaborative effort on the part of the library hiring

neophyte librarians and the librarians themselves. Although I am suggesting that this effort must be of a collaborative nature, I do believe strongly that the initiative for continuing learning experiences, commonly called professional growth, must come from the individual librarian.

Professional Growth

To move the discussion further in the direction of self-improvement, continuing learning, or professional growth, I think it is appropriate to comment briefly about several developments in the field of librarianship which have become increasingly commonplace during the past few years. I am thinking of the application of data processing tehcniques to library operations, including literature searching of machine-readable data bases, widespread library membership in networks, and the proliferation of library or bibliographic instruction programs. These are certainly not all of the developments which might be listed, but they will serve to illustrate my point that the library school, however it might try, cannot be expected to produce, as a finished product, students with adequate knowledge and expertise in any or all of these areas. This point, I think, focuses on the fundamental purpose of our meeting this morning, that even the very best library school must, of necessity, take in as partners those libraries in which its graduates will work. This assumes, of course, an obligation on the part of libraries to work in a complementary fashion to educate and train librarians. But, just as I, an administrator of an academic library, have expectations of the knowledge and expertise possessed and to be developed by the beginning librarian, so does the administrator of the public, school, or special library. What all of this means, to return to the title of today's program, is that the role of the beginning librarian will be determined in part by the library school curriculum and library school faculty which produces this librarian, and the individual library which hires the librarian.

Conclusion

The foregoing has been entirely too brief and elliptical. My opening remarks spoke to the reasons for this. I will however, by way of conclusion, offer to you a short list of those things which I think are important components of the role of the beginning academic librarian:

1. There should be evidence of a good, basic grasp of the fundamental core subjects taught in the library school curriculum, and an initiative to use this knowledge in keeping with the purpose of the department or unit of the library in which the librarian begins working.

2. There should be evidence of a clear commitment to scholarship, continuing learning, and self-improvement.

3. There especially should be evidence of a commitment to the fullest possible integration of library programs into the teaching, research, and public service programs of the college or university.

Although the above appears to be, on the surface, a simple prescription, a little thought will indicate that it assumes a great deal of hard work, and

this is what I would offer to you as the fourth important component of the role of the beginning librarian.

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[1]Ralph Linton, The Study of Man: An Introduction (New York: D. Appleton-Century Company, 1936), p. 113.

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THE EXPECTED ROLE OF BEGINNING LIBRARIANS: VIEWPOINT FROM A YOUNG PROFESSIONAL

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Introduction

I feel like a fraud speaking as a beginning librarian at a conference which is comparing the "Expected Role of Beginning Librarians" from the viewpoints of administrators, educators and young professionals when I have had over 6½ years of experience in libraries. Although I received my M.S.L.S. in August of last year, I worked as a senior library assistant in the Library Monographs Order Department of the University of Tennessee in Knoxville for 6 years. During that time, I supervised three other support staff, conducted weekly training meetings, wrote a procedures manual, and participated in decision-making which determined departmental operations and dealt with inter-departmental relationships. I was also going to library school part-time. By the time I graduated, I had been offered my first professional position as Head of the Acquisitions Department at Tennessee Technological University. These, then, are factors contributing to my non-typicality as a beginning librarian. I had read the literature and was aware of the concerns many beginning librarians have in their first jobs, of the disorientation and inadequacy they often feel and, also, of the "now that I'm here, let's get down to business and solve all your problems" attitude with which some recent library school graduates meet their first supervisors. I'd like to discuss these concerns, feelings and attitudes from the point of view of someone who, I think, was able to avoid many of the pitfalls and disappointments waiting for the beginning professional librarian.

Transformation from Student to Professional

The disorientation to which I referred earlier is the adjustment it takes to transform a library school student into a professional librarian; between talking about classification systems and turning in mock catalog cards for a cataloging course and cataloging books all day every day in a library; between taking management-style analysis tests and discussing the type of manager your answers indicate you are and informing an employee that his work is not satisfactory. The realities of working in a library often seem to bear no resemblance to the concepts of librarianship presented in library school.

After a few weeks or a few months on the job, the beginning librarian begins to suspect that he is not as prepared to be a librarian as he thought during library school. There might be more involved to "negotiating a reference question" and to evaluating the collection than Dr. Smith or Dr. Brown had mentioned in class. Immediately upon entering the profession, the beginning librarian becomes disenchanted with his library school education, with the courses he took and the professors who taught them. He takes the view that library school does not deal with the realities of librarianship, that radical revisions are needed in the curriculum in order to really prepare students for their first library jobs.

After 6 months or a year, however, the beginning librarian, who has by now become more secure in his job, no longer so harshly condemns his library school training. Instead he begins to feel that library school had, at least, made him aware of the concepts and theories behind the daily workings of the library and that all that was now needed was some on-the-job training to help students prepare for their first real job. After a few more years, he comes to the conclusion that only years of experience can make a librarian, and he expresses satisfaction with his library school program. He maintains that a combination of theory, acquired in library school, and practice, acquired on the job, is necessary to make a good professional librarian--which has been the philosophy of library school educators from the beginning.

Since the M.L.S. is promoted as a terminal degree, the assumption has arisen that, having completed it, one has learned all one needs to in order to be a librarian. In reality, the terminality of the degree is an admission that you can't learn everything in a classroom situation; you must work for the knowledge and expertise which characterizes a good librarian. I was lucky to come to this realization before I took my first professional position. I had seen on the job that library school was not teaching me what I perceived as a real failing. After a while, I moderated my viewpoint and, as much as a year before I graduate, I was firmly of the opinion that a combination of library school and full-time library work was the best way to learn about librarianship.

Developing Maturity

My work experience helped buffer the inevitable feelings of inadequacy one feels upon being introduced to a new job, which apparently demanded the patience of Job, the wisdom of Apollo, and the stamina of a mule. Without it, I would surely have gone under in the first week! I didn't, and neither did any of you--mainly because our co-workers and colleagues were supportive and willing to show us how to do things. For a long time, as beginning librarians, we are in effect, serving our residency: being treated as equals but being taught more about the requirements and tools of our profession.

Unfortunately, there are some beginning librarians who think they do not need to be taught anything else after completing their library school curriculum. They consider themselves full-fledged librarians and accept their first position, knowing all there is to know about answering reference questions or cataloging Polish economics books. Also familiar with organization charts, management theories, etc., they at once set out to reorganize and restructure their new department, critcize their supervisor and/or department head for the inefficient way the department is run and, in the process, antagonize their superiors and colleagues and learn nothing about being a librarian. Working as a clerk for six years saves you from such obnoxiousness.

Conclusions

Library school does, I think, what it can for its students. It introduces them to the basic concepts of librarianship: professionalism, service-orientation, classification schemes, collection development criteria, management and organizational theories. But experience on the job is the only way in which one can hope to master the specific skills and knowledge necessary to a

good librarian. All of us, library school educators filled with doubts about the effectiveness of their programs, library administrators uncertain as to what to expect from the beginning librarian, and the beginning librarian himself--the object of this discussion--are in the position of admitting what we already know: that a 1 or even a 2 year library school program cannot totally prepare one for a professional position, that learning to be a librarian is a life-long learning experience and that each of us is responsible for and should participate in the process.

THE ROLE OF THE BEGINNING LIBRARIAN

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Introduction

As a beginning librarian, I have given the question of the quality of library education and my new role a great deal of thought. I have had several long discussions with other librarians who are just beginning their professional careers and with others who have several years' experience. In thinking, reading, talking, and through experience, I have arrived at my own philosophy of what library education is, how I view my professional role, and what I expect from my administration.

Professionalism

At first, I thought a master's degree was just a piece of paper; something that would allow me to do what I was already doing--only with some added responsibility and at higher pay--as I had about five years of varied library experience plus 18 hours of undergraduate library science courses. In other words, the master's was a necessary evil. This is no longer how I look at it. My professional training has significant educational value in that it has given me a strong background in library science. Moreover, library education has an intrinsic value which is difficult to describe but no less important. A professional attitude can't be taught in the classroom, but can be fostered through a quality education and the example of a professional faculty. I didn't automatically become a professional last August when I graduated, but I was becoming one throughout my education.

As a result of my education, I have a broad knowledge of how libraries work internally and how they ultimately serve society. The theory and concepts I managed to absorb in library school are important to me on the job. There are very few professions in which a new graduate can walk into a position and immediately begin work knowing everything there is to know. There are always the routines of a particular institution that must be learned on the job.

The most frequent criticism of library education I have heard from beginning librarians deals with the inability to perform specialized routines in the first professional position. I have also heard the same complaint from an administrator at an ALA meeting this winter. I disagree with this concept of what library education should provide. Admittedly, the first few months in my present position were taken up with learning procedures. But it never once occurred to me that Peabody should have taught me how to handle reserve books, deal with student employment forms or send in a Xerox report form. Peabody could not have taught me those things without offering a course called the "administration of the engineering library at Memphis State," and I wouldn't have taken it anyway.

The training period required to learn the flow of work in a library, the structure of the organization, and the routines of a particular position will vary according to the library position. It has been said that an administrator does not get his money's worth from a young librarian during the first year. I don't believe this is true. I do believe it may take up to three months before a new librarian feels comfortable and begins to assume the professional role, and I believe this should be expected by the educator, administrator and beginning librarian.

Library Science Curriculum

As libraries change, so must the library school. Libraries are beginning to have more and more specialized positions and functions. Computerization takes a different and new kind of knowledge; systems analysis is becoming more prevalent in large libraries. My general course in automation of libraries has proved very useful to me, and such a course would be useful to most professionals who are entering large library systems. But at this point, it seems library schools can, at best, merely introduce the student to new aspects of librarianship by providing a general education through a core curriculum and allowing the student to pursue special interests through elective courses. Most students in my class did not know what or where their first position would be. The student may know that he or she wants to be involved in some computerized aspects of medical libraries, but the chances for entering such a position are few. High specialization will do little good in a small county library. Since most students don't know what their first positions will be, or may change positions several times, a general education will serve them best.

Research is one area that needs stressing in library school. We need to know what goes into good research in order to help us determine what our users need. Our profession needs improved research skills, and in an academic situation we may need to be involved in research for our personal advancement. Many library schools offer research courses, but perhaps it should be more heavily stressed for those planning to enter academic libraries.

Another area that needs strengthening in library education is management. Management is usually introduced in administration courses. I remember vividly the instructors in my two management courses advising us that although we thought we would not be in management positions for a long time, most of us would be, if not immediately, very soon. They were right--about what we thought and what actually would happen. I am managing a branch library. There is an acquisitions budget, scheduling of workers and library hours, and personnel to supervise. I know many others whose first position is requiring management and personnel skills. Library education should require a separate management course--not part of a library administration course--for all fields: school, public, academic, and special libraries.

The final task of the library school is to instill in the student the necessity of continued professional growth after the M.L.S. It rests on the shoulders of the library school and professional organizations to provide opportunities for continuing education, whether it is a one-hour credit course in computerized information retrieval offered by the school or a one-day workshop in staff development offered by a professional organization. It is the responsibility of the professionals to make their needs known and support the program.

Through my educatuon and experience, I have come to the conclusion that my role as a beginning librarian is to maintain good service for my library's users and to constantly try to improve existing conditions and services by looking forward and planning creatively. It is difficult not to get lost in day-to-day paperwork, meetings and a myriad of problems. So far, few of us have been able to avoid non-professional duties completely. Perhaps the beginning librarian with no previous library work experience is surprised and disappointed at this--and apparently they are as evidenced by the dissatisfaction expressed by the persons surveyed in The Role of the Beginning Librarian in University Libraries by Ralph Edwards. Edwards reports that of the 58 beginning librarians surveyed, 39 were dissatisfied with the professionalism of their jobs. Having had library experience, I am actually quite surprised that I have so few non-professional duties to perform.

Professional Role

A professional's role is not necessarily to do, but to organize and plan so that things are done. When the circulation system runs smoothly, the needed references are available, and the most current periodicals can easily be found, the librarian has performed an important part of the professional role. The collection has been effectively organized; this is what I am hired to do and it is what my users and administrators have a right to expect.

Ultimately, however, public relations is where a library succeeds or fails. The smoothly running entity you have created must come alive. Being unable to locate the answer to a reference question is not good, but it is much worse if no one asks. As public service representatives, we must recognize the fact that many people are intimidated by libraries. My professional role is to "un-intimidate" people. One person can do a great deal in this direction. Every cup of coffee I drink with a professor, every brief exchange with a student is equally as important to me as finding a card misfiled in the card catalog or getting my various statistic sheets exactly right.

Another aspect of the role of the beginning librarian is to take the initiative in continued career growth by becoming involved in professional organizations. These groups are a crucial part of any profession that wishes to maintain its usefulness and vitality. New librarians have much to offer professional organizations and should be aggressive in their involvement.

From the start, librarians should bring to their positions a mature attitude, a willingness to learn and to be involved in their own library. But the beginning librarian is not alone; they must have cooperation from the administration of the institution they serve. The role of the administrator toward a new professional should be supportive but not hovering. The administrator should make it clear that you are viewed as a professional with a fairly good idea of what you are doing.

The administration of a library has a great deal of responsibility to a beginning librarian's professional development. An administrator should encourage participation and involvement in professional organizations, workshops and continuing education, and should initiate the discussion of pertinent ideas among his own staff.

One of the main faults I find with administration is that this support may not be there or, if it is, very little or no financial support is available for beginning librarians. Money spent to encourage professional growth is every bit as worthwhile as funds budgeted to other areas. Librarians stay alive to innovation and are more professionally aggressive if given the needed support.

In summary, I expect my administrator to allow me a training period, give me room to test my ideas and develop my style, and provide opportunities for my professional development.

After one year as a working [illegible]

THE EXPECTED ROLE OF BEGINNING SCHOOL LIBRARIANS

Moderators:	Teresa Poston Assistant Professor Peabody College	Ramona M. Mahood Assistant Professor Memphis State University
Viewpoint of the Library Science Educator	Dorothy S. Baird Acting Director Library Service Division East Tennessee State	Millicent Lenz Assistant Professor Memphis State University
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THE EXPECTED ROLE OF THE SCHOOL LIBRARIAN FROM A LIBRARY EDUCATOR'S POINT OF VIEW

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Introduction

A school librarian/media specialist today wears a number of hats. In the upcoming Easter parade, hats are back in the fashion scene. Stylish chapeaus will be worn exceptionally well by some fashion-conscious individuals; on others they will range down the scale to a flop. School librarians perform a number of vital roles in a school media center and in the total school program. Their performance can be measured on a scale. Evaluation in education and librarianship is a vital concern of administrators.

It is difficult, perhaps impossible, for an educator to think and write about students and graduates as a group rather than as individuals, especially when considering expectations. A composite student or graduate meeting all our expectations as educators would indeed be a rare and marvelous individual. Expectations differ with individuals and with the meld of an individual to the available school media position.

Role of School Librarian

What are the hats that a school librarian must wear? First, school librarians are teachers. It follows that an expectation is that they be able to function at an acceptable level (preferably excel) as an effective, enthusiastic instructor of youngsters. A common occurrence is for an experienced teacher to enter librarianship, hopefully never because of failure as a teacher. Teaching skills in the selection, use, and creation of print and nonprint media are imperative in today's schools. Knowledge has amassed in many forms, and skills are required to access and use it with the available technology.

Methods of instruction and situations vary from individualization to class presentations. The school librarian is the "library teacher" for the entire school. The success with which a school librarian can build strong interpersonal relationships with students and teachers is one of the best measures of effectiveness.

School librarians are librarians as the term has traditionally been used. They select, organize, catalog, and provide reference and circulation services. Just as in all other types of libraries, these functions have greatly changed in recent years. The following might serve as examples: In the selection and acquisition of materials, accountability and censorship have great implications. Written selection policies are now required in many school systems. Selection has become a process rather than a game of chance. The integration of print and nonprint media into an organized, viable collection has been accomplished in most schools. Cataloging has greatly changed with the

advent of centralized services, networks, and CIP. Reference questions and collections reveal the vast range of elementary and secondary students' interests. Circulation is now handled by mechanized charge systems in larger media centers. Hopefully new technologies and centralization in acquisition and cataloging are permitting school librarians to work more in service roles.

The school librarian is acquisition, catalog, reference, and circulation librarian. School librarians have a unique role which requires breadth in these more traditional library roles. A beginning school librarian is provided with the basics in these library areas but is expected to learn the specifics on the job.

School librarians are administrators. The time spent wearing this hat is often diminished by the press of time required for the performance of other roles. Just as in other areas of librarianship, school librarians are adopting management techniques. Decision making, management by objectives, and networks are terms now commonly used in the preparation of school librarians. More and more school librarians are performing at a higher professional level because they have successfully initiated and managed a volunteer program.

A final and perhaps newer hat worn by librarians is that of a creator. More and more school librarians are advising and working with both teachers and students in the creation and production of audiovisual materials tailored to individual and class needs. Expectations in this area are limited. Not all school librarians are creative, nor is the time or supplies available for extensive production of materials.

Can a school librarian be expected to excel in all of these roles? Library educators must have high expectations of the graduates of their programs. Today's librarian is the product of yesterday's course. In that course, the instructor perhaps waged the age-old battle between theory and practice. In courses, content and method of instruction hopefully were accounted for so that the student left with both the why and the how. Problem solving is a technique now greatly used in the preparation of school librarians. If library educators can prepare school librarians with content--rich background of knowledge--and experience in problem solving, it seems reasonable to expect them to solve the day-to-day problems encountered in a school media center.

In closing, two expectations of great importance to be emphasized are (1) a school librarian dedicated to service to students and teachers, and (2) a school librarian committed to librarianship as a continuing, changing field--commitment to growth in the profession.

THE EXPECTED ROLE OF BEGINNING SCHOOL LIBRARIANS: VIEWPOINT OF A LIBRARY SCIENCE EDUCATOR

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Introduction

There was once a student who enrolled at the Harvard Business School, expecting to experience there the same kind of "education" he had known before--namely, to be indoctrinated, through the lecture method, into the professor's great fund of wisdom. His sanguine hopes were doomed to disappointment. Instead of the wisdom-laden lectures he had envisioned, he encountered a case-method approach to instruction, wherein, as we all know, there is never one absolute true answer. Because he had never been called upon before to exercise his own powers of creative thinking and decision-making, he was confused and disgruntled. He "accused the School of taking tuition money under false pretences. 'How can you expect the students in this School to learn anything,' he asked, 'if the instructors themselves cannot agree on the right answer?'"[1]

We laugh at the student's naivete in supposing any education worth his while could supply him with ready-made truths that would see him safely through all future crises. Yet how often we ourselves forget what we all know: that knowledge is a process, not a product, and that it is through the process of dialogue that we become better able to cope with the shifting realities of our world--hence--more "knowledgable." It is through a dialogue such as the one we are presently engaged in that we may hope for new insights, for some "truths" rather than truth, and perhaps most important of all, for clearer mutual understanding.

My topic exists in an area largely unilluminated, where many shades of gray predominate over the clear and vibrant primary colors, where much of the terrain is yet unexplored. Lest these words invoke a vision of a landscape akin to T. S. Eliot's famous Wasteland, I hasten to add that it is also a territory of abundant life, considerable excitement, and some controversy: the territory of today's beginning school librarian.

The question for study sounds simple enough: what is the role of the beginning school librarian, from the viewpoint of a library educator? Such a question naturally evokes memories of the time each of us first left the Cloud Cuckooland of Academe to begin our pilgrim's progress over the sometimes shaky terra firma of the elementary or secondary school where we accepted our first assignment. In my own case I vividly recall my temptation to abscond when I discovered that the very first task expected of me was to answer the textbook needs of the teachers--in itself not such a frightening job, but considerably complicated by having first to locate the textbooks, many of them secreted away in forgotten cubbyholes, dust-covered and worm-eaten. None of my library school courses, alas! had prepared me for this kind of professional debut.

I am sure many of you could relate similar experiences, perhaps more dramatic, or more hilarious, or more scarifying. I believe we would all emphatically agree that the role of the beginning school librarian, whatever else it may be, is not an easy one and that anyone who supposes otherwise ought to be forewarned.

Role Definition

It seems helpful in approaching this topic to distinguish, first, what we are discussing when we speak of a "role." I believe we can all visualize what a role is, yet a working definition is helpful. The anthropologist Ralph Linton has given us a classic distinction between "role" and "status": "status," he maintains, is fundamental to "role," so we need to begin with the meaning of "status." Status, as distinct from the individual who holds it, is "simply a collection of rights and duties."[2] A role, he goes on to say, is the "acting out" of a status: "A role represents the dynamic aspect of a status"[3]--that is, the exercising of the rights and duties attached to one's status.

Status of the School Librarian

We may begin with the status of the school librarian, as defined by the school librarian's rights and duties. Duties spring to mind by the multitude, and they have been extensively enumerated. The concept of "rights" is more nebulous: a searching of the literature yields no discussion of the "rights" of the beginning school librarian.

I suggest that the concept of "rights" may be subsumed under the concept of "right to practice" the profession. If we choose to understand rights in this way, we may then raise a further question: what kind of preparation bestows this right to practice school librarianship? We all know that it is possible for one to become a school librarian with a B.A. and a minor in library science, a mere eighteen hours, or in some states, even less. We also know that admission to full professional status as a librarian--at least in the official view of the American Library Association (ALA)--requires completion of a graduate degree in library science. Mary Frances K. Johnson and Phyllis J. Van Orden agree with Margaret Hayes Grazier on the need of the school librarian for graduate study:

> . . . it would seem that no less time is required for the adequate preparation of the school librarian than for professionals in other fields of library service. The demands of the position may indeed be higher, in terms of preparation, due to the breadth of competencies required and the skills in interpersonal relationships that must be brought to bear in work with teachers and students.[4]

They go on to advocate attention to this matter at the national level, "both to influence the programs that prepare school library personnel and the agencies that set certification guidelines, and to guide prospective school librarians and employing agencies."[5] At the state level, they urge "more flexible guidelines for the certification of professionals in education, including school librarians."[6] North Carolina has already adopted more flexible guidelines; other states might well consider the desirability of following this example.

I believe few of us would argue with the theories expressed by these library educators, but this leaves us with a searching question: what can we as Tennessee library educators do to implement the MLS as the basic credential for full status as a school librarian in Tennessee? How can we bring theory to bear upon practice in the matter of state certification?

School Librarians--MLS

Theory and practice also need to be brought together in the place where their breach most adversely affects the beginning librarian. I was one of those who had no opportunity to avail myself of a "practicum," and I can see in retrospect how much such an experience could have sweetened my first sip of actuality. Mildred C. Tietjen in her recent article, "Playing the Field, or Practice Makes Perfect,"[7] has pointed out the advantages of a practicum for all library students--and its near-indispensability for a school media specialists. Yet some states--Tennessee among them--still do not require a practicum to fulfill state certification requirements for school librarians. Some Tennessee library schools on their own initiative do require a practicum experience of their students; for instance, Tietjen mentions the non-credit course in "Fieldwork" at the George Peabody College for Teachers, which

> entails a 40-hour commitment from all students without significant library experience. The work location is open and expenses are borne by the student. It is requested by the school that the host librarian give the student work that will provide an overview of library organization and administration.[8]

At Memphis State University a sixteen-hour block of observation in a school library of the student's choice is incorporated into the School Library Administration course. Many of the students are able to participate as well as observe, and the reaction to this experience has been positive. Further, it is established practice that those students with a library science minor who wish state certification are assigned to spend a portion of their nine-hour course in student teaching in the school library--normally three weeks out of the nine. A proposal to formalize this practice, and to record it as an internship in the school library on the student's transcript, is presently before the Memphis State University College of Education Undergraduate Curriculum Committee.

To pose another pragmatic question, would it not be desirable for us as educators to support a practicum in school libraries as a prerequisite to state certification for those students without prior library experience? (At the same time retaining flexibility in applying such a requirement, so that individual needs could be better met in all conceivable situations.)

The Role of School Librarians

When we turn to the specific tasks of the beginning school librarian, we find that little literature exists. General studies of the tasks of school librarians are in plentiful supply and have been defined in documents such as MEDIA Programs: DISTRICT AND SCHOOL[9] and in the task analyses that resulted

from the School Library Manpower Project funded by the Knapp Foundation and carried out by the American Library Association.[10] These culminated in the BEHAVIORAL REQUIREMENTS ANALYSIS CHECKLIST (BRAC): A COMPILATION OF COMPETENCY-BASED JOB FUNCTIONS AND TASK STATEMENTS FOR SCHOOL LIBRARY MEDIA PERSONNEL,[11] a compilation of approximately 700 tasks to be performed by school library media personnel. BRAC is organized around the "seven major areas of competencies" identified in the School Library Manpower Project (SLMP) PHASE I--FINAL REPORT:[12] competencies in Media, Human Behavior, Development and Interaction, Learning and the Learning Environment, Professionalism, Planning and Evaluation, Management, and Research.[13]

Another educational program for school library personnel evaluated in the SLMP studies was that of the University of Denver. The University of Denver report provides an especially useful statement of "the most important issues facing (5th year) library media education programs":

1. Is field work experience (practicum) as a segment of a graduate program valid?
2. Is there a recommended ratio of theory to library skills in the graduate program?
3. Is it possible for school library media specialists to be competent in both print and non-print areas?
4. Is a knowledge of a foreign language necessary in the preparation of a school library media specialist?
5. Is the inclusion of education courses valid in the fifth year program?[14]

The University of Denver gave affirmative answers to all these questions except number four, though the basis for the conclusion that school library media specialists do not need a foreign language is not articulated. It seems that this is another question that depends heavily upon particular circumstances. Certainly a school librarian in a school with a large Chicano enrollment can scarcely hope to be effective with no knowledge of Spanish. And it seems highly probable that all school librarians could gain a better understanding of the meaning of "ethnicity," for instance, by acquaintance with at least one language and literature outside their native one. Should we so easily abandon the ideal of a liberal education as a basis for librarianship? I believe we should be reluctant to state categorically that a foreign language can be dispensed with in the education of a school librarian.

To the University of Denver's questions above, I would like to add three others that seem to me to be prime areas of concern:

1. Is it possible for the library educator to function effectively without periodic refreshment through practical experience?
2. How can continuing education courses help school librarians to meet the challenge of changing roles?
3. Is it possible to design a curriculum to meet the need for futuristic thinking in school librarianship?

After all, as someone has wisely and wryly noted, "the future isn't what it used to be."

Millersville State College, another of the library schools in the SLMP, made a unique contribution to the topic of tasks of the beginning school librarian with its "Millersville Checklist of Tasks Performed by Beginning Librarians in School Media Centers."[15] This Checklist identifies fifty specific tasks to be performed b; students during their internship in the school library. These comprise a solid basis of preparation and are worthy of detailed study.

Summary

In summing up, I would like to lay the groundwork for further discussion by shaping the preceding thoughts into the form of questions. First, should Tennessee certification requirements for school librarians be raised to the level of the Master's degree in Library Science as the basis for full certification? Should a practicum experience be required of all library students seeking certification as school librarians (with the exception of those with equivalent prior experience)? Would it be worthwhile to develop a "Checklist of Tasks Performed by Beginning Librarians in School Media Centers" for Tennessee, as a basis for evaluating the current status of beginning librarians? Since effective school librarianship requires flexibility and creative thinking, how can we as educators develop course approaches that cultivate decision-making and innovative solutions rather than mere recall? How can we combat our own parochialism as educators? Can we perhaps stimulate the exchange of ideas, both from other areas of the U.S. and from abroad, to achieve some international cross-fertilization of thought? Can we also find means of enriching our own backgrounds periodically by observation and/or practical on-the-job experience? Finally, how can we best proceed to develop a futuristic perspective in library education, at the same time holding fast to our historical roots?

I wish in closing to stress once again the theme of the opening--the need for dialogue, not only among those involved in school librarianship, but among librarians from all types of libraries. A recent issue of Library Journal[16] cited a list of "'Day-one' basics" for the beginning professional librarian in California. It was instructive to compare and contrast this list of expectations with the Millersville Checklist. A quick analysis showed, incidentally, that the beginning school librarian was expected to perform a total of twenty-three tasks not required of the beginning California MLS, whereas the California MLS was required to perform twelve functions not specifically demanded of the Millersville school librarian. The differences are partly due, obviously, to the different demands of school and public library work; further differences are owing to different degrees of specificity in task analysis. Admittedly, mere numerical scores such as this can be misleading, but the implication would seem to confirm what some of us have long suspected--that school librarianship is, indeed, the most demanding branch of the profession. Studies are needed, however, to demonstrate how many of the functions on any such list are actually performed by the beginning librarians--whether in fact they are given the opportunity and authority to exercise their skills. For this knowledge, we must turn to the beginning school librarians themselves, who know better than any of us what gaps--or perhaps chasms--exist between the role for which they "rehearsed" and the role they find themselves actually performing.

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THE EXPECTED ROLE OF THE YOUNG PROFESSIONAL LIBRARIAN

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Introduction

As elementary school librarian at Towne Acres Elementary School in Johnson City, Tennessee, my library clientele is approximately 390 students (kindergarten through sixth grade), 20 plus teachers, 1 principal, 1 school secretary, and 2 custodians.

It is appropriate that a bit of personal background be given to make the reader aware of the perspective from which these thoughts come. Following 3 years of teaching on the secondary (junior high and high school) level, I began graduate work in the Library Service Department at East Tennessee State University. Upon completion of course work for a master's degree and unable to find a library position, I taught an additional year of high school English. The following year I worked 4 months as Title VI librarian in a federal project out of the Learning and Resource Center at Dunbar in Johnson City. I did not work again for 3 years until 1976 when I was employed as a part-time children's clerk in charge of evenings and several story hours at Mayne Williams Public Library. What I am is a former secondary teacher, an educationally qualified librarian, and a "young professional" with limited experience.

In reference to expectations, the logical place to begin is with self. Self-expectations as a professional go directly back to the individual's philosophy of what the school library (media center) is and the role of it in the educational institution of which it is a part. This will directly influence the individual's philosophy of the role and duties of the librarian.

Simply stated, my philosophy is that the school library is a tool to implement and supplement through collection, organization and distribution of all types of media the education of the child. The librarian's task is to make this tool become useful in the hands of the students by teaching library skills and stimulating and guiding use of all materials and in the hands of teachers by becoming an available resource through being aware of curriculum needs and enhancing programs by offering materials and services.

Expectations--School Librarian

Supervising personnel's expectations of the young professional librarian probably vary from system to system. A school system should expect the young professional to be competent in the skills necessary for maintaining and building a collection and providing quality programs and services. It should be the responsibility of the particular system to determine the young professional's philosophy and make the young professional aware of the philosophy and policies of the system and to decide if these are compatible. This may be in the form of interviewing and screening, job descriptions, guidelines, curriculum guides, manuals, etc. Such things are actually over

and above educational qualifications. That competency is presumed. But the young professional cannot be expected to be accountable for information they have little or no knowledge of. The library supervisor, principal, and perhaps other teachers and librarians could prepare a handbook or packet of materials on requirements, school system policies, school calendars, etc., as related to all employees and especially librarians. A possible title might be "1,001 Answers to Questions You'll Ask Before June." In addition to any or all of this is a good cooperating work relationship between the young professional and the supervisor. This is essential.

While a library school cannot teach the policies and requirements of individual systems, they can impress upon library students that such awareness is part of their responsibility.

Librarian-Teacher Relationship

Another area of expectation special to the school library is the relationship of the librarian to other teachers. We should not be expected to provide teachers with a classroom break once or twice a week--we are responsible for providing them an indispensible service. We are teachers, not simply a processing and distribution clerk; we are not educational frills, but necessities. My elementary colleagues' objective is to present the challenge of the question--my objective is to provide the source and skill for locating the answer. We could never succeed without our colleagues, but we extend and enhance that success. We both serve the educational welfare of the child which is an awesome responsibility. The young professional, aware of these expectations, should be able to develop quality programs and services. The young professional must constantly sell his program; quality programs and services will sell themselves.

School Library Programs

Has the library school provided the young professional with educational background and competency to meet these expectations? The primary function of the Department of Library Service at East Tennessee State University is training school librarians. I think this single purpose approach provides the prospective young professional with a very adequate background for this field. It would be ideal to have more field experience and perhaps additional course work, but I am not sure it would be practical or guarantee more qualified professionals. I am of the opinion that the emphasis should be on continuing education following active employment in the field. This is or could be through in-service activities, extension courses, and workshops. It is important that the library schools keep up with developments in the field and create courses to meet the needs of librarians in the field who have already had core subjects. Professionals should constantly have input into library school curriculum to help them be relevant. We are professional only as long as we evaluate ourselves and our programs in the light of goals set and attained.

THE EXPECTED ROLE OF BEGINNING LIBRARIANS: VIEWPOINT OF THE YOUNG PROFESSIONAL LIBRARIAN

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Introduction

All professional librarians have a common operational base and background which include adequate training, commitment, and enthusiasm. However, since the emphasis of libraries varies, the role of librarians varies also. Emphasis of the school library is on the development of users and instilling in them positive attitudes toward learning resources.

Media Center

The media center of today's modern schools must pivot around the needs of those who use the services. Consequently, the role of the school librarian has changed from that of a clerk or "keeper of the books" to encompass that of an administrator, educator, and public relations director as well as that of a librarian. Sometimes these roles coincide with each other, but often they are separate roles that must be meshed into one.

As with any profession, there are areas of expertise that the young professional gains from experience; however, he/she must come into the profession with sufficient background knowledge on which to build this expertise. Another prerequisite to becoming an effective school librarian is a genuine interest in the age group with which the librarian is to work. The personality of the librarian also plays a key role in the success of the school library program. Warmth and friendliness exuded by the librarian are essential elements in the program of a successful media center.

Administration

The administrative duties of the beginning school librarian parallel those of any administrator: budgeting, accounting, inventory control, and management. Generally the quantitative involvement with respect to these competencies is not as demanding as those of larger academic and public librarians, but the qualitative factor is just as important. Most school librarians must carry out the administrative role and the teaching role simultaneously. This requires good organization and budgeting of time and resourses. Otherwise, the librarian may become a good "technician" at the expense of the development of people (students, teachers and parents) or vice versa.

One of the main concerns facing school librarians is that of survival. School administrators are under great pressure to trim all excess from the budget. As a result there is a tendency to feel that the library program can be cut back unless that library has become a necessary, pulsating part of the curriculum. The key to this is the librarian as an educator. The

emphasis on the individual nature of learning has led educators to question methodologies that promote only teaching facts and rote learning, curricula that departmentalize knowledge into unrelated units, and organizational structures that promote artificial grade levels and perpetuate unrealistic expectations and rigid standards. Consequently, numerous organizational patterns have been developed: individualized instruction, team teaching, flexible and modular scheduling, large-group/small-group instruction, independent study programs, interdisciplinary studies, nongraded or multigraded classrooms, contract teaching, extra school internships, and tutorial or directed study programs. Among the elements essential to creating this environment are a variety of media at many levels of comprehension and interest that have been organized for easy accessibility and a range of services and activities that involve the learner as well as faculty members. Therefore, one of the first tasks of the beginning librarian is to make a thorough study of the total school program and then not only support but enrich this educational endeavor. The goals and objectives established for the program of the media center must be supportive of those goals and objectives of the total school program. The librarian often has the opportunity to be the initiator of new learning experiences.

Instructional

The instructional program of the school library media center requires careful preparation and presentation by the librarian and should not be conducted in a vacuum unrelated to students' actual needs. Instead, teaching should be functional and integrated with the students' other educational activities. The instructional program is conducted at two levels: the informal and the formal. Formal presentations should adhere to established guidelines of teaching that include: a statement of goals expressed in concrete behavioral terms; an introduction that catches students' attention and explains the purpose of the lesson; an effective presentation of the material to be learned; and an opportunity for feedback and evaluation. The lessons should be scheduled in media center classrooms where materials are accessible, but disruptions to others using the center are avoided.

One of the goals of modern education is to reach reluctant learners by using all available expertise. Librarians are well trained to know books, magazine articles, slides, tapes, films, and television programs. This knowledge combined with an understanding of child behavior and the skillful management of varying age groups places the librarian in a favorable position to help accomplish this goal. The library can be a place where each child, regardless of ability, can have a successful learning experience.

The beginning school librarian must also have a keen understanding of the needs of teachers and be eager to engage in teamwork with them. It is essential for the librarian to supply each teacher with the personalized attention and professional concern that will aid him or her in preparing, organizing, and presenting his or her instructional program. Many of the techniques used with students can be employed in developing public relations with teachers. For example, using media center materials in joint displays in the classroom and the center is an excellent way to gain the support of

teachers while at the same time promoting the center's collection. The development of special services involving the professional collection is another useful technique. These services could include routing pertinent articles from professional journals, announcing the arrival of new material, and preparing bibliographies.

Continuing in the role of educator, the librarian should also be active in developing inservice training for the faculty. This can be done on an informal basis during joint planning sessions with teachers, classroom visits, attendance at grade-level or departmental meetings. More structured presentations can be given at faculty meetings or during workshop sessions. Part of the orientation for new teachers should be a tour of the center conducted by the librarian, supplying a general introduction to the collection and the services available to the faculty.

It is the responsibility of the librarian to make the administration aware of the various facets and value of the center's resources and programs. The school administrator should always be consulted in developing center policies, and members should be invited to participate in any special events held in the center. The resources of the center should be made available to help in those activities that grow out of administrative function. The librarian should also keep the administration abreast of the latest developments in media and media centers.

Although one of the most essential links in a good library program is informing the community about the services of the media center, this is probably an area that is given the least attention. Many parents and school board officials are still not aware of the concept of the media center, let alone the specific activities and programs connected with it. Yet the support that the media center receives from a community helps to determine the media center's success. This support may be directly related to school budgets and building programs or indirectly related to forwarding the school's philosophy. It is therefore essential that the center's professional specialist devote some time to explaining and interpreting the library programs to persons who may not use the services, but who nevertheless sustain the program through financial and moral support.

In addition to the roles of administrator, educator and public relations director, the beginning librarian must budget his/her time to include the routine tasks required to operate a library: materials selection, ordering and processing; circulation procedures; maintenance of the collections; equipment selection, ordering and processing; and maintenance of an attractive and inviting physical facility.

To the beginning librarian the multi-faceted role of the school librarian may seem a bit overwhelming especially in view of the fact that many school budgets do not provide for any assistance. However, the resourceful librarian will avail herself of the resources of help available to him/her. Well-organized and trained volunteers can relieve the librarian of many routine tasks and free him/her for more important tasks.

THE EXPECTED ROLE OF BEGINNING SPECIAL LIBRARIANS

Moderators:	William Corbin, Head Technical Services Tennessee Tech	Jess Martin Director, Library UT Health Sciences Memphis, Tennessee
Viewpoint of the Library Science Educator	George Sinkankis*+ Assistant Professor University of Tennessee	Wiley Williams Professor Peabody College
Viewpoint of the Library Administrator	Virginia Lyle, Librarian Commerce Union Bank Nashville, Tennessee	T. Mark Hodges, Director* Medical Libraries Vanderbilt University
Viewpoint of the Young Professional Librarian	Gay Donnell Goethert Librarian ARO, Inc. AEDC Division	Joan M. Marcotte Librarian UT Health Services Memphis, Tennessee

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*+ William Robinson presented in the absence of George Sinkankis

THE EXPECTED ROLE OF BEGINNING LIBRARIANS IN SPECIAL LIBRARIES: VIEWPOINT OF A LIBRARY SCIENCE EDUCATOR

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Introduction

Let us, at the outset, agree with the current president of Special Library Association, Shirley Echelman, that while no satisfactory definition of special libraries has yet emerged the following one will suffice for our purpose: "A physical collection of information, knowledge, and/or opinion limited to a single subject or a group of related subjects or to a single format of information product or a group of related formats; organized under the aegis of an institution which provides funds for its continuance; administered by a librarian or a specialist in the subject or subjects covered; and carrying the mission of acquiring, organizing, and providing access to information and knowledge in furtherance of the goals of the parent institution."[1] Information centers, often thought of in the same breath with special libraries, let us say, "emphasize the analysis, evaluation, and synthesis of information."[2]

Having set so large a canvas before students professing interest in special librarianship, how indeed does one convey both the sheer excitement and utter exasperation of this part of the information industry? Certainly, it ought to be stressed early on that developing a positive philosophy toward the ever-expanding dimensions of "information"--its production, organization, management, and utilization--should begin long before the first day on the job. For, Lord knows, once in the midst of pragmatically trying to survive on a day-to-day basis there is precious little time to reflect on one's sense of direction and plans, say, for one, five, or ten years from now. It is very difficult between daily crises to step back far enough to maintain or restore the perspective that the rigors of formulating or even reformulating one's philosophy demand.

Professional Flexibility

Next, we teachers must try harder than we have to get across to the soon-to-be information professionals that change is the name of the game. We must help them see that change often brings out the very best or the very worst in people. Yet there ought to be a challenge in the art--not science--of effecting change. Putting to the test all the interpersonal skills and good health that one can muster may not sound like a big order, but it is. What exactly is it that needs changing? How does one go about suggesting change and preparing people for change? What about the rate of change? How does one solicit allies in the push for change? How does one deal with those whose initial reaction to change is to oppose it? How does one blend a healthy respect for a "we've always done it this way" attitude with the rationale for change? Any way to win over at least some of these traditionalists to one's side? How does one

make sure that a suggested change isn't change just for the sake of change and that change does not mean throwing out the baby with the bath water? Suppose that a direct approach--a frontal attack, if you will--seems to doom a suggested change to failure? Can one be ingenious enough to devise an alternative, less direct (but not devious) plan and push wholeheartedly for it? And if that doesn't work, can one show the grace and maturity and patience to accept the rejection as that of an idea in need of developing better reasons for it or maybe an idea whose time has not yet come?

Special Library Curriculum

The attention thus far to change management makes it obvious, I hope, that I believe that library schools must do considerably more than they traditionally have to introduce the students to managerial principles and techniques. This may include a need to help students overcome a feeling that they either do not wish or do not expect to get the opportunity to try out their administrative skills. It certainly will be necessary to impress upon them that increasingly the assumption of such responsibilities may come sooner than later. At the same time it should be stressed that management does not consist of anybody's neat list of 10 or 15 do's and don'ts, but instead lends itself to a high degree of creativity and sensitivity--simply because managers are in the people business. And it can hardly be overemphasized that managers need all the communication skills--the arts of listening, speaking, writing, persuading--they can come by; such skills just might be, for example, extremely useful in justifying budget requests. In short, effective management is hard work, but it is the key factor in guaranteeing the success of the library.

But, of course, not all the new professionals will or should aim for management positions. Libraries will continue to need highly qualified Indians as well as exceptionally well prepared chiefs. Much of what has been said about change management will obviously be useful for every member of the library staff (and, indeed, for others in the parent organization). In addition, some of the Indians may quickly discover, for example, that they need to improve their familiarity with the subject emphasis of the agency of which the library is a part. And there is little doubt that all the new professionals should possess enough understanding of computers to gauge fairly intelligently the highest potential for their use and the highest potential for human talent so that each may be utilized to the hilt.

Besides computers, other information technologies about which professionals may need to become familiar include telecommunications, micrographics, networking, and systems analysis. Truly, today's information revolution appears to offer almost limitless opportunities to bring together as never before information and the person or group needing it.

This latter statement leads, naturally enough, to asserting that beginning librarians should from the very first day at work--if not earlier--commit themselves for the rest of their careers to a program of continuing education. In other words, they should accept the fact that the first library/information science degree is only for getting one's feet in the door and will have a high rate of obsolescence if not constantly updated and expanded upon.

Summary--Role Expectations

Finally, here are some remarks on role expectations for beginning special librarians that transcend the comments above on managerial skills, subject competency, and information technologies.

First of all, as new professionals, don't be know-it-alls, then or ever. Your colleagues may listen politely to your spouting off but they really won't be all that impressed.

Second, try as best you can and for as long as you can to be friends with every one. Instead of aligning yourself with a clique, try to be a catalyst, an agent for cooperation and peace-making. Catalysts are a rare breed, to be sure, but let's hope you make it.

Third, make sure that you cultivate some non-job friendships. You will be a more interesting, more well-rounded person and you will find such relationships a cushion against the disappointments on the job.

Fourth, if you are by nature a detail person try to develop the ability to see the "big picture" and vice versa. How mind-expanding, how truly rewarding this may be!

Fifth, show a willingness to share the load and to want to learn as much as possible. You may thereby send your supervisor and your colleagues into a state of shock. But never mind, they will recover!

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THE EXPECTED ROLE OF BEGINNING LIBRARIANS: VIEWPOINT OF A SPECIAL LIBRARIAN

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Introduction

At the outset it should be emphasized that these comments are made with full realization of the futility of attempting to fully prepare special librarians for the job ahead; that I am a novice in the library administration field charged with a facility in operation less than a year; and my experience with on-the-job library school graduates in this position has been limited to one person. With so little background, I don't feel qualified to address all the questions suggested for consideration, but will mention briefly a few impressions of my short career.

Role Diversity

One essential concept which educators should strive to impart is the diversity of roles in the field of special librarianship. Those of you who studied with Dr. Wiley Williams at Peabody will remember that he arranges for his classes to visit a variety of special libraries. This may be one of the most valuable types of activity in which a student participates. He has an opportunity to see that these range from elaborate facilities like the Disciples of Christ Historical Society Library, with a comparatively large staff, to a small business library lodged in one room with a few shelves constructed by the maintenance man, where one professional does everything.

My library at Commerce Union Bank has 2,400 square feet, is very attractive and well-equipped, but the staff consists of one part-time student and me. Since we do everything, the need is pointed up for an attitude of professionalism, rather than undue concern about the distinction between professional and nonprofessional duties. If the proper attitude prevails, the officers and employees who use the library will be so pleased with finding needed material in a state of organization that they'll never question who pasted the book pocket or clipped for the vertical file.

Although my library service has spanned only a couple of years, I have been in the business world for a long time and observation of young professionals in almost any field reveals the same general tendencies in approaching a new job. Three of these propensities which an administrator or supervisor must be ready to face with the M.L.S., M.B.A., C.P.S., or whatever, are a reluctance to say, "I don't know;" and, the desire to implement all the idealistic plans formulated in graduate school.

Role of Education

The educator may help by talking about these problems, but it is up to the administrator to demonstrate by example that no one can possibly know everything; that instructions may often be unclear or incomplete; and that patience and dedication to the goals of the institution can effect change.

When a user asks something we don't know, he is more likely to cooperate if the librarian appeals to his ego by admitting that his request is unique and requires special attention. If encouraged to talk about his subject, a clue may soon be picked up which will lead directly to an answer, impressing the user with the professional approach to finding information. He won't think less of the librarian for saying initially, "I don't know."

The same technique works for instructions. Repeating them or asking one or two questions will assure the administrator of a desire to accomplish a task in the least amount of time. Rushing headlong into one job may often result in three--doing it wrong, undoing it, and doing it right.

Several years ago, there was an article in the Wall Street Journal about conditioning the graduate with a master's in business administration to change jobs a certain number of times over a set number of years. This was to allow them to test their revolutionary theories and move on without having to live with their mistakes. Unless the librarian wishes to establish such a pattern, he needs to remember that the special library usually exists within the framework of a larger institution, and he should be wary of drastic changes until he has a feel for the philosophy and operational system of the parent organization. Certain practices and forms may seem to be entirely irrelevant to the library, yet be critical in the overall picture.

If a student is preparing for a definite field of special librarianship, educators should encourage the student to learn everything possible about the discipline or industry. Of course, the ideal would be a double degree. Should this be impractical, there are other avenues of learning. I found the independent study on organizing a bank library, undertaken as part of the MLS, to be most beneficial.

To reiterate what was said earlier, there is no way that library school can totally prepare prospective graduates for a specific special library. After providing the foundation, the division of professional and nonprofessional duties should be de-emphasized and stress placed on a professional attitude toward any task that will enable the library to render the service for which it was established.

THE EXPECTED ROLE OF BEGINNING LIBRARIANS: AN ANALYSIS FROM A YOUNG PROFESSIONAL SPECIAL LIBRARIAN

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Introduction

A young professional who seeks employment in a public, academic, or school library has a good idea of what each will be like. However, if the graduate chooses to work in a special library, he needs to get specific details about each library.

Special libraries vary as much as the weather in Miami, Florida and Deadhorse, Alaska. Distilleries, universities, race tracks, churches, and engineering firms are a few establishments which may have special libraries.

Because special libraries are diversified, educational requirements for librarians vary. Certain companies want librarians to have degrees in related subjects such as chemistry instead of formal library training. Others require formal library training without a subject specialty, and some firms require both. Several special librarians have earned their titles by experience rather than by a library degree. It seems that this practice is becoming less common since librarians are no longer scarce.

Working conditions and requirements vary as much as the types of special libraries. A young professional may find himself on a staff of one hundred, or he may be shocked to discover that he is the entire staff! The possibility of serving as a total staff requires a librarian who can perform a multitude of skills. The new librarian will suddenly be faced with planning budgets, writing managerial objectives, making presentations to company officials, and other administrative tasks. At the same time he must handle clerical duties. The ultimate challenge for a novice is to accept the job of planning and creating a new special library. Knowledge and common sense are the key words for such a task.

Beginning Special Librarians

Beginning librarians must know how to handle the different stages of automation in individual libraries. The newly hired employee may work in a library that: (1) has sophisticated automated systems; (2) has no automated systems, but the company wants to establish them; (3) has no automated systems or plans for them. All three instances require a librarian to have a basic computer science education. The librarian must be able to constantly sell new automated needs to management if they are needed.

I realized how complicated working in special libraries could be when I interviewed for jobs. A meteorological library that I visited had never had a professional librarian. The library was planned and operated by a weatherman

who developed his own unique classification system. Management wanted to hire a professional librarian who would change the library to meet ALA specifications. This would have been an insurmountable challenge for an experienced librarian.

In July 1972 I began working as a technical librarian for ARO, Inc. at the Arnold Engineering Development Center. The AEDC Library serves 3,500 AEDC employees, and its collection at that time consisted of 25,000 books and bound journals. Aerodynamics, aerospace sciences, physics, electronics, and management are major subjects in the collection.

I inherited a slightly complicated situation. The former professional librarian retired three years previously and her position had not been filled. This unfortunate circumstance was related to a company-wide lay off and a large cutback of library funds. For the interim period, a clerk was responsible for duties of a serials and technical services librarian, plus her regular duties. Personnel reductions in other areas of the library also dramatically affected operations.

These occurences created an overworked staff and an accumulation of work. Few books had been purchased during the three-year period creating gaps in the collection. Many journal subscriptions had been canceled, and it was evident that several of these would have to be reestablished. The binding function was severely behind as well as other routines. The library also served as an Air Force Station library. This added responsibilities similar to public library operations.

Another slight disadvantage was having a supervisor who was not a librarian. Luckily our supervisor cared about library operations. There were still hindrances because a supervisor is the link to higher management, and when he does not have a library degree or an equivalent in experience, library operations can be weakened.

Clerical tasks startled me as a new librarian. When I tried to letter a book, it was a disaster. Typing, keeping financial records, and answering the phone were awkward tasks during the first few months.

The library supervisor gave me freedom to perform various activities, giving me experiences in many library operations. Also other library employees were willing to help me with my duties. All of these factors helped me to adjust to the job.

Continuing Education

I knew changes needed to be made in the AEDC Library, but I felt incompetent to make recommendations. Professional library organizations were my salvation in this area. I immediately joined the Special Libraries Association and the Tennessee Library Association.

ARO, Inc. sent me to an annual SLA meeting. In my trip report I noted that all the librarians I met at the convention used some type of automation in their libraries. The AEDC Library used none. Management became concerned about this and decided to send me to eight similar technical libraries and make comparisons. The report which resulted from this trip increased the company's interest in the library.

The library still needs many new services and systems, but I feel that the Air Force and ARO are more receptive. I am encouraged and feel that the future of the library will be a good one.

I have asked myself if my library education has been sufficient and will it be for my library career? I will answer no, meaning not to be derogatory, instead realistic.

This is not the fault of library educators, for it is not possible to include all needed courses in a master's program. Librarians cannot expect one year of specialized training to suffice for a lifetime career. The key words are continued education. Librarians may accomplish this by attending workshops, educational institutions, or reading library literature.

I highly recommend special librarianship. Whether a person is a librarian in the CIA Library or the Great Western Sugar Company Library, a young professional will find his job challenging and rewarding. At the same time, if the young librarian participates in some form of continued education, he will find that the sky is the limit in his profession!

RECOMMENDATIONS FROM A BEGINNING LIBRARIAN FOR IMPROVING GRADUATE LIBRARY EDUCATION

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Introduction

The main goal of graduate library education is to prepare students to assume the responsibilities of professional librarianship upon graduation. To meet this goal, library educators and practicing librarians must reassess what is expected of the beginning librarian and incorporate these expectations into graduate library programs.

In library school, the student is expected to gain (1) a basic knowledge of librarianship, (2) the ability to implement this knowledge in practice, (3) competence in a specialized area, and (4) the ability to assimilate new information and apply this new knowledge to practical situations. The purpose of this paper is to reassess each of these expectations and to suggest ways of improving graduate library education.

Beginning Librarian

First of all, it is expected that the beginning librarian will have a solid foundation in the theories and principles of librarianship, an understanding of library terminology, a working knowledge of library methods and techniques and a basic familiarity with all areas of librarianship. In other words, the beginning librarian must be a generalist, knowledgeable in the basics and conversant in all areas of the field. The beginning librarian must be prepared to assume any type of entry-level professional position in any type of library. This is not such an unrealistic expectation if one considers the nature of the current job market.

Traditionally, library schools have included five areas in their core curricula: introduction to libraries and librarianship, library administration, selection of library materials, basic reference, and cataloging and classification. While these choices are sound in principle, the content of the core courses is in need of some modification. The selection, basic reference, and cataloging and classification courses should be modified to reflect recent technological advances (e.g., the integration of all types of print and non-print media into library collections). More attention should be devoted in the library administration course to current management theories as they relate to the management of library personnel, facilities, services and finances. In addition, greater emphasis should be placed in the introductory course on the four different types of libraries (academic, public, school, and special). A basic familiarity with the similarities and differences among the four different types of libraries, their development and their current place in society would assist the library student in choosing an area of specialization. It would also foster greater understanding and cooperation among librarians in different types of libraries.

But even if these changes were made to the basic core, they would not be sufficient to meet the needs of the beginning librarian. Beyond the traditional core courses, there are other areas which are equally essential for preparing the new professional. These areas are: information science, research methodology and design, library instruction, and current library issues and trends.

Library Science Curriculum

In recent years, computers have become integral parts of library service. The beginning librarian must have a basic understanding of computer operations and their library applications. A course in information science should cover the methods and techniques of storing and retrieving information via computer as well as computer applications in such areas as circulation, cataloging and reference.

A course in research design and methodology which covers statistical methods, data collection, critical analysis and "scientific" writing should be included in any basic curriculum. A major criticism which is frequently leveled against librarians is that they do not conduct enough library research. This is due, in part, to the fact that little attention is paid to teaching library students how to conduct well-designed research studies. The addition of a research course to the library school curriculum is the first step towards encouraging library research and publication among practicing librarians as well as among library educators.

It is only recently that librarians have come to recognize the important role which instruction plays in their responsibilities. The librarian is often involved in library instruction whether it be in explaining the use of a reference tool to a patron, teaching a term paper workshop, conducting library orientations for new students, training new library staff members, presenting new ideas to administrators or lecturing to a class of library school students. To teach effectively, new librarians must become familiar with the theories and principles of education, individual and group instruction methods, the development of instruction materials and evaluation techniques. To better prepare librarians to meet their teaching responsibilities, a course in library instruction should be required.

Since librarianship is a dynamic profession, awareness of current library issues and trends is essential. To this end, a course in current library issues and trends should be offered. Such a course would prepare students to be able to critically analyze current problems as well as to develop informed opinions on these issues.

In summary, the core curriculum should be expanded to include the following courses: introduction to libraries, library administration, selection of library materials, cataloging and classification, basic reference, library instruction, information science, library research methodology and design, and current issues and trends in librarianship. Training in these nine areas would provide the beginning librarian with a much more solid foundation than is currently being offered.

Comprehensive Examinations

To insure that graduates of library school programs are well prepared in

these basics, standard comprehensive examinations should be given. Presently, the content of comprehensive examinations varies from school to school. It is proposed here that comprehensives be nationally standardized. They should be prepared with input from library educators and practicing librarians and sponsored by a national library organization such as the American Library Association. These examinations would serve to upgrade the quality of graduate library education and ultimately the quality of library professionals.

Library Internship

Thus far, the emphasis in library school has been placed squarely upon acquisition of the theories and principles of librarianship with little attention being devoted to the development of professional skills. But the beginning librarian is expected to be able to apply the theories, principles, methods and techniques learned in library school to practical situations. The master's degree is, after all, a degree designed to prepare competent practicing librarians. "Practicing" is the keyword here. The student must be given the opportunity in library school to practice what has been learned. One way of achieving this goal is to establish a library internship program. Such a program would provide an opportunity for students to make their first mistakes in "a protected environment where mistakes lead to learning instead of disaster."[1]

An internship program should be flexible. It should allow each student to explore, firsthand, the different areas of librarianship. Each internship placement should be tailor-made to the needs of the student. For example, each student should be given the choice of either rotating among different libraries or remaining in a particular library for the duration of the internship period. Internship programs are not easy to plan or administer. They demand a great deal of cooperation and coordination among library schools, libraries, professionals, educators and students.

Specialization

Beyond the knowledge and ability to apply the basics, it is expected that the beginning librarian will also develop an area of expertise, a speciality, while in library school. Knowledge of a specialized area implies concentrated study and the ability to apply general principles to a special problem. As Jesse Shere indicates "it is the basic essence of librarianship that must be transmitted at the master's level, together with an introduction to one of the specialities in the profession toward which the graduate may direct his future interest and attention."[2] Specialization need not be limited to a type of library as is generally the case at present. Alternatively, the student might choose to specialize by library function or type of library material (e.g., audiovisuals or serials). Library schools currently offer many advanced courses. But "a basic difference exists between individual courses in specialized aspects of librarianship and specialized programs. A single course in library automation cannot be considered a program in information science. A specialized program is a cluster of courses assembled to form an integrated whole."[3] Library faculty and students must work together to plan well-integrated specialty programs.

As part of the specialty program, each student should also be required to complete a research project of publishable quality. This project would

accomplish two objectives. First, it would test each student's ability to analyze a complex research problem. Second, it would provide the student with the opportunity to perform significant library research under the guidance of a faculty member. The successful completion of significant research should bolster the confidence of the new professional in the area of independent research. With this new-found confidence in conducting research, the beginning professional might engage in basic research more readily in the future.

Continuing Education

The final expectation which the beginning librarian must meet is the assimilation of new information and the application of this new knowledge in practice. Shortly after graduation, the new professional should begin a program of self-improvement through continuing education in order to remain current in the field. Education cannot terminate upon graduation--it is a continuous process. Continuing education is essential for the professional librarian to keep abreast of new developments, to contribute to the growth and development of librarianship and to continue to provide quality library and information services. The responsibility for continuing education lies mainly with the individual. The professional can fulfill this responsibility through professional reading, conferences, workshops, seminars, independent study, formal coursework and/or advanced degrees. Graduate library schools have certain responsibilities in the area of continuing education as well. These responsibilities include emphasizing the importance of continuing education to the student and cooperating with library associations in providing continuing education opportunities which are responsive to the needs of practicing librarians.

What can be expected of the beginning librarian is dependent upon the quality of his or her graduate library education. In the past, library schools like most institutions have been slow to change. But change is essential for growth and improvement. The changes outlined in this paper have the potential for improving current graduate library education programs. It is the responsibility of library educators to prepare students to enter the profession, but the profession has a responsibility as well--to communicate its needs and those of the beginning librarian to library educators. Dialogue between practicing librarians and library educators is essential for the improvement of graduate library education and for the advancement of the profession.

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THE EXPECTED ROLE OF BEGINNING PUBLIC LIBRARIANS

Moderators:	Beverly Youree Assistant Professor Middle Tennessee State	Lefaye Cobb Librarian Shelby State
Viewpoint of the Library Science Educator	Pauline Wilson Professor University of Tennessee	J. Michael Rothacker* Associate Professor Peabody College
Viewpoint of the Library Administrator	Mary Little, Director Caney Fork Regional Library Center	Robert Croneberger* Deputy Director Memphis Public Library
Viewpoint of the Young Professional Librarian	Randy Whitson Public Service Librarian Kingsport Public Library	John C. Calhoun* Librarian I Memphis Public Library

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THE EXPECTED ROLE OF BEGINNING LIBRARIANS IN PUBLIC LIBRARIES: VIEWPOINT OF A LIBRARY SCIENCE EUDUCATOR

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Introduction

I think we library educators and librarians have a tendency to generalize too much when we talk about library education and what we expect of it. We sometimes act as if saying something often enough makes it true. We tend to assume, for example, that statements such as one contained in the rationale for this conference apply to all beginning professional librarians simply because variations of the statement have been repeated so many times.

The statement to which I am referring is this: "The young professional librarian is exposed to many new concepts including management by objectives, zero-based budgeting, encumbrance accounting, computer-based cataloging, computer-based reference services, on-line circulation and acquisitions systems, bureaucratic structures within organizations, decentralization of library services in the community, and many other new procedures, techniques, and operational plans."

As you note, that sentence contains all the good things we say we are doing, or are planning to do, or think we should be doing, or, at least, should be worrying about doing. I think this kind of sentence repeated often enough puts blinders on us. We begin to see reality through a glass darkly. We begin to talk as though all of these good things were present, as though all recent graduates from library education programs have this knowledge. It then becomes easy to take the next step and assume that library schools turn out a uniform product about which we can generalize and say that the expected role of the beginning librarian is thus and so. I am going to argue that we cannot generalize too far. There are too many contingencies involved. I plan to call your attention to some of those contingencies.

Roles of Beginning Public Librarians

First, I am going to give what I believe is an accurate general answer to the question, "What is the role of the beginning public librarian?" Second, I am going to state the reasons why I believe my answer is accurate. And finally, I will summarize my remarks by suggesting some appropriate roles that I expect for beginning public librarians who are recent graduates of the University of Tennessee's Graduate School of Library and Information Science (UTK's GSLIS).

General Answer

The expected role of the beginning public librarian cannot be specified in any hard and fast generalization that would apply equally to all beginning librarians.

Reasons or Contingencies

The overarching reason is that recent graduates differ markedly from one another. This is the case even when they are graduates of the same school, such as UTK. Graduates from different schools may vary even more markedly from one another.

Individual Differences or Contingencies

The individuals differ from one another intellectually. Some are more intelligent than others. In other words, they come to the library school equipped with differing genetic inheritance. The admissions procedure, of course, establishes a basic minimum, and at present I do not believe it can do more. Admissions is an exceedingly subtle, complex, and difficult process. I do not foresee any time in the near future when the admissions process can achieve perfection by admitting "only the best to library education."

The individuals differ from one another in drive and initiative. This characteristic is apt to be, in my opinion, the real distinguishing factor that determines what the role of the beginning public librarian will be. This is the case because drive and initiative will have already affected what the persons did before they entered library school--what they made of themselves, as it were. Furthermore, this trait will affect what they learn in library school, and it will affect what they are capable of doing in a first job--what their role will be, in other words.

Individuals differ from one another in the educational background they bring to the library school. All institutions of higher education are not the same. It is well-known and may be stated frankly that some institutions of higher education are not of as good quality as others. Students from such institutions simply do not get as good an undergraduate education as they might have. This, of course, is not to say that no quality can be found in such institutions. There certainly are individuals and departments in these institutions that are very fine. Neither is it to suggest that quality prevails everywhere in a quality institution. It does not. Nevertheless, the generalization is valid and must be taken into account. It is possible, of course, that a good student having intelligence and drive can eventually overcome such a deficiency. However, if the deficiency is present it is real, and it may not be overcome. In any event, it cannot be overcome in a one-year library education program, for the deficiency is not in professional knowledge such as acquired in library school but in basic general education.

Similar to the deficiency resulting from a poor undergraduate institution is the case of a deficiency resulting from differing undergraduate majors. Even in a quality university, differing undergraduate majors make a difference in the outcome of the library school's graduates. This is the case because some undergraduate majors do not provide the student with enough substantive education of the right kind to properly equip them, in my opinion, for public librarianship.

A final difference in individuals may be seen in how they take to their library education. Some students throw themselves into the process wholeheartedly, body and soul. They take advantage of every opportunity to learn; they go beyond what is strictly required of them. In the process, these students learn a very great deal more than other students.

Those are the major differences in individuals which have an effect on the final product--the beginning public librarian.

Institutional Differences or Contingencies

There are also institutional differences that affect the outcome of graduate library education. I will mention three inter-related ones.

Library education programs differ greatly from one another. Persons sometimes think because there is a course called, say, Materials Selection listed in the catalogs of different library schools these courses are the same, are taught the same, cover the same content. In fact, their greatest point of similarity may be their similar titles.

What accounts for the differences? What makes one course a quality course having substantive content and another a simple gut course? The difference lies in one crucial factor--and it is impossible to overemphasize the importance of this factor--the difference lies in the faculty teaching the course. It is impossible to have a quality course or a quality education program in any field, whether it be an academic department or a professional school, without quality faculty. Topnotch faculty is the foundation on which all else rests or must be built. It is the starting point. This fact is well-known, and has been for years, in academic departments as well as in many professional schools. Unfortunately, the library profession as a whole has yet to realize the crucial importance of having quality faculty in its schools.

The quality of the faculty in different library schools then is the single most important institutional factor affecting the quality of library education. In turn, the quality of the faculty is likely to be determined, in substantial part, by the quality of the institution of higher education in which the library school is located--providing that quality faculty is available in the profession in sufficient numbers, which happens not to be the case in librarianship. The 1923 Williamson Report on Library Education recommended that library schools be affiliated with universities. Why? Because a large university is much more likely to have the resources needed to provide quality graduate education, quality graduate education being very expensive.

Such a university is more likely to be able to attract quality faculty. Why? Because it can provide better salaries, better working conditions in terms of class scheduling, support staff, library support, and equipment and supplies support than a smaller, less well-financed institution. Not to be overlooked is the prestige factor. A major university has more prestige and since prestige is a reward of academic positions, such an institution will be more likely to attract quality faculty. As in the case of the lesser undergraduate institutions, I do not mean to suggest that these institutions never attract quality faculty. They can and do for a number of reasons,

preferance for a geographical location being one of them. Nevertheless, the generalization is valid.

Another institutional factor that affects the quality of library education is the fact that a large university has a wealth of knowledge and instructional resources available on its campus. There is a range of graduate level courses which may be highly relevant to a given library school student's education and career goals. Taking advantage of such course work can greatly enrich an individual's library education. A comparable range of courses is not available on smaller campuses.

Summing up then, the quality of the faculty, the range of graduate level courses and the quality of the institution in which the library school is located are likely to have a profound impact on the quality of library education that the beginning public librarian will have. I have now enumerated some of the contingencies that may affect the role of the beginning public librarian.

Appropriate Roles

Taking into account the differences that have been enumerated, the individual differences in students plus the institutional differences, what are some appropriate roles for a beginning public librarian? I will confine my remarks to recent graduates of the UTK's GSLIS.

Some of the roles I consider appropriate for a beginning public librarian from UTK are: director of a small public library, head of a small branch, head of a small department, and, of course, reference librarian or a similar entry level position in technical processing.

What do I expect some of these beginning librarians to be able to do? I expect some beginning public librarians to be fully capable of doing a community analysis for their library. I expect some to be able to supervise other library employees effectively. I expect some to be able to plan and execute a library program. I expect some to be able to provide significant input to planning activities in the library. I expect some, for example, to be able to gather at least some of the data needed for decision-making; to know what data need to be gathered, to gather it, and to interpret it for use. I expect some beginning public librarians to be able to represent the library in contacts in the community and professional meetings. I expect all of these enumerated varieties of beginning public librarians to have a good understanding of the public library as a social agency: how it fits into local government and the political environment in which it must operate, its relationship and its meaning to its community, as well as its part in the education and communication systems. I expect these beginning public librarians to understand the whys of public library policy making. I expect them to understand the intricacies of goal and objective setting in the public library. And finally, I expect that when these public librarians encounter a problem for which they do not have the answer they will seek information that will help them solve the problem, that they will know where to seek such information and how to evaluate it, and that they will be flexible and willing to epxeriment.

On the other hand, I expect some beginning public librarians to simply perform competently in routine reference work or in technical processing. I expect also that some beginning public librarians will not perform satisfactorily at all even though they do come equipped with a package of basic skills--and I do expect all graduates from UTK's GSLIS to acquire a basic package of skills. It should be recognized, however, that it is possible to acquire quite a bit more.

THE EXPECTED ROLE OF BEGINNING LIBRARIANS FROM THE VIEWPOINT OF AN ADMINISTRATOR

Mary Little
Cane Fork Regional Library
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Introduction

Each one of us on this panel has our expectations of this person--this beginning librarian. Perhaps before we have finished this discussion we can come up with a common denominator. My particular challenge is the role from the viewpoint of the library administrator. Are we assuming today that some suggestions that come from the conference will help the colleges and universities in making the curriculum of librarianship more meaningful?

First of all, everyone in the library field takes too many things for granted. When a library administrator employs a new staff member, some orientation must be given. Some people need more than others. This goes all the way back to library school. Some of us attended library school several years after we received a BS degree. Most of us taught school. We knew a little about the Dewey Decimal and that was it. (It has long been my theory that some of the courses that we had in library school should be required courses for teachers.) Since we were not familiar with library terms, the very first week should be given to a glossary of terms and the familiarization of what is to come.

Having had geography since the third grade and so learning the abbreviations of the then 48 states, I well knew that ALA was an abbreviation for Alabama. Naturally, it took me a while to learn that in Peabody Library School ALA stood for the American Library Association. This may sound facetious to you, but I dare each of you who did not have any library courses in your undergraduate work to think back to some experience almost as ludicrous.

Administrative Aspects of Librarianship

Today, there are four important administrative aspects of librarianship that deserve special attention: the organization, the supervision, the measurement of activities, and the promotion of library use. These aspects will apply to any kind of library, but they must be approached differently. What is required to take charge of a department or activity in a library is the ability to lead. This involves not only technical competence, but broad intellectual outlook, social intelligence, the ability to perceive what things mean when one sees them, honesty, a real liking for others, and courage to assume and carry through responsibilities.

There are two kinds of structure other than physical of any type of library. First there is the system structure of which a library belongs and there is the financial structure. All staff members must understand these structures under which the library operates.

It has been my theory for some time that after certain basic library courses the library student should select the particular library career that he will follow and more specifics be taught. For example, if the library student chooses to be a college or university librarian, then he should study the system under which he will work. He should learn the qualifications of each particular position, the standards, and the policies. If he chooses to be a public librarian, he should know all about the make-up of the Tennessee Regional Library System. The facets are many.

The financial structure of each kind of library must be studied. A professional librarian must know how to weigh financial needs by the national library standards and must be able to convincingly present to the appropriating authorities and persevere until the standards are attained. Some of us will retire before we reach these standards, but we must be always trying. How many of us had any training in preparing a budget? Not many, I wager. Most of us had heard of a budget, and each have had a personal budget. But, how about a proposal to satisfy the federal government? This was unheard of when some of us graduated from library school. Today it is a way of life. Perhaps there should be refresher courses for the graduate.

The measurement of activities could be a lecture all by itself, but to conserve time I will make only one statement. The administrator of a library and all department heads have to be constantly concerned as to what part of the work most needs added personnel, how to translate the need into dollars and to measure whether each dollar in the budget is being spent most usefully.

This is only one phase of the measurement of activities. Some of the other phases that must be measured are methods and services, efficiency, and reader satisfaction.

The promotion of the library is two-fold. First, there is the public relations plan inside the library. Public attitudes of the library are formed by library personnel, the physical plant, trustee on board policies, decision and board actions.

Public relations outside the library is the other form of promotion. This phase includes publicity, written and spoken. The administrator and department heads must know the library community that they are to serve. They must aim their promotion of the library at all the citizens, not just those who are already coming into the library.

Library Education

It is commendable of the Education Section of the Tennessee Library Association to plan such a conference as this in which we are now participating on the Tennessee Tech campus and the one on the Jackson State Community College campus on February 11. The director of the library schools and the library departments of the colleges and universities over the state are relatively new in their positions. I want to congratulate each of them in realizing that in all fields there are weaknesses and for asking those of us who have been in the field for some time to make suggestions that would benefit future library students.

The second theory or porposal that I shall make is that field work should be done in the middle of the MA in LS degree rather than at the end of the classroom activities. I would say that the field work should come immediately following the basic courses.

Perhaps, by that time the student will have decided the type of library career that he wishes to pursue. After a quarter or semester of field work, he may decide to change fields. If he does, that is good. If a regional librarian can not go before a county court with the county library board members and justify a budget proposal, he might as well forget being an administrator or an assistant in a public or regional library. Perhaps, he should specialize in cataloging. After field work in the type of library of his career choice, the librarian is ready to deal specifically with the aspects of that particular library field.

THE EXPECTED ROLE OF A BEGINNING LIBRARIAN: VIEWPOINT FROM A YOUNG PROFESSIONAL

Randolf Whitson
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Introduction

Current library education, like most public libraries, divides its service programs first along age-level lines. Children's services are usually the most clearly distinguishable, with young adult services somewhat less so, but still readily discernable in most libraries and library school programs. Adult services, however, are often offered without any special identification or planning by either the public libraries or the library education programs. True, there are a few special adult programs which are identifiable, such as services to the poor, the elderly, and certain minority group members, but for the most part the whole of the adult public goes unemphasized.

These age level divisions are certainly not without rather obvious advantages, but they are similarly not without their faults. First, librarians often do not practice in the area for which they were trained. Furthermore, most persons, at some time in their lives, experience one or more of the developmental stages simultaneously and are often confused, and even embarrassed, by the libraries' and/or the librarians' approaches.

Library Education

Sometimes complicating this situation further is another traditional breakdown of library education and of a few of the larger public libraries as well--that of subject. The subject orientation of libraries and of library education probably reflects the academic environment from which most libraries arose and in which most librarians are trained. The advantages here are again obvious, but what about the needs of the less sophisticated members of the public? Do such divisions ease access? Is a subject specialist and his expertise what is always needed?

From my own experience, I would say that what is really needed is a more integrated type of service in public libraries and, consequently, a more integrated and interdisciplinary appraoch to human development and information needs in our library education programs. Such a course of study would emphasize, more than is currently the case, the continuum of human development and information needs, rather than only the specifics of one or more of the particular segments. Here, I am not advocating the abandonment of specialization, only the new emphasis of overall development.

In my own particular job, as I am sure as in yours, I come into contact everyday with many community elements of all different ages and stages of development. Communication between librarians and these individuals and groups, and subsequent assistance to them, requires that librarians be able to

discern each patron's particular stage of development and corresponding level of information needs before they can even begin to satisfy those needs. This has to be done in a manner which is unobtrusive to the patron and would, therefore, require some special knowledge of communication history, theory, and practice. Such skills, as well as knowledge of the whole range of human development, should, I think, be a part of every library school's core curriculum.

Another important area which I feel needs much more emphasis in contemporary library education is that of personnel management. It seems to me that for too long a time management training has been almost entirely neglected by library school programs at the master's level, probably because library management itself has been viewed as somewhat of an alternate or secondary career route. Management training is still too often relegated to the years of on-the-job training which follow graduation. In fact, today the most commonly held assessment of a professional's managerial skills is simply their years of experience in the field.

When management training has finally creeped into a library school's curriculum, it has seemed to me too often concerned with the typical, inanimate pieces of library hardware--collections, buildings, equipment, etc.-- rather than with the rich, human resources which are so essential to the efficient operation of today's multifaceted information centers. Furthermore, what little amount of training which has been offered is directed toward top-management positions, totally neglecting the greater number of middle-management and administrative supportive positions into which many library school graduates soon move.

Again I am speaking about an entire course of study which would be included in the core of the library school curriculum. And once more I feel that an interdisciplinary approach would be the most beneficial route. A good, responsive management program would include, I think, the aspects common to most libraries and other types of organizations, as well as those aspects of management peculiar to each different type of library setting. This would allow a small degree of elective specialization by each of the students without sacrificing any instruction in the general principals.

These general principals would certainly include techniques of supervision, good personnel procedures, the techniques of interpersonal relationships, and systems approaches. A student considering public library service would also be trained in the areas peculiar to the public sector, versus the private, such as: civil service; public library law and legislation; methods of planning for and bringing about change through legal and/or administrative maneuvering; grantsmanship; working with boards, citizen advisory committees, and other library groups; the preparation and justification of library budgets, by different budgeting methods; approaches to objectives and measurement of results, and the effective means of communicating these to non-library oriented government officials; and the library's role in conjunction with other public service agencies. This is to mention but a few of the areas of study in such a specialized program of study which I am suggesting.

It has become generally accepted that librarianship is a single, unified profession and that library education should fashion generalists, rather than specialists. The premise that library education must be broader than any one library is a very sound one. Likewise, it is true that it is impossible for

library education to ever be specific enough to train any student for any one particular library position. Subscribing to these premises, most library school programs today reflect a general purpose approach, intending merely to introduce basic concepts and stressing only exposure to the various career opportunities of the library profession.

It is true that there are an ever-increasing number of specialized courses which have recently been added to the traditional curricula. These additions, we have been told, reflect the rapidly advancing state of library and information technology and supposedly demonstrate the responsiveness of the library schools to the demands of the library practioners. But do they really?

Summary

The absence of any consistently formulated and foresightful rationale for these scattered course offerings reveals that these particular curriculum approaches are rather piecemeal and random, especially in light of the steadily shrinking job market. There is a very basic difference between individualized courses in specialized areas and the specialized programs which I believe should be considered. Specialized programs would include, I think, a planned sequence of courses, each bearing a definite relationship to the others and to the courses of the core as well. When assembled, such a program of study would necessarily form an integrated whole, contributing to both the breadth and depth of learning.

Admittedly, one year, and perhaps even two, is not adequate enough time to master both the fundamentals of a profession and to achieve even some degree of competence in a speciality. Nonetheless, the objectives of a master's level program should be not only to convey the broad professional understanding on which further career growth can flourish, but also to provide enough technical competency for first employment.

APPENDIX A

CONFERENCE ATTENDEES

Katherine Anderson
Hattye Armstead
Dorothy S. Baird
Angela Barker
Connie Battle
Elmer Bellon
Cleo B. Boyd
Anne Bunting
Robin Burke
Alberta Cameron
Mary Cantwell
Jeane L. Carlton
Mary Ann Claxton
R. Wilburn Clouse
Lefaye Cobb
Scott Cohen
Anna L. Cooke
Bill Corbin
Carolyn Daniel
Carl Davenport
Deborah Davis
Masako Doi
Kathy Dunham
Trina Edwards
Virginia Edwards
Glenn Estes
Edwin S. Gleaves
Gay Donnell Goethert
Ruth Ann Grant
Karen Graves
Frank P. Grisham
Judith Hazelwood
Mark Hodges
Nancy B. Hodges
Sharon Hom
Denise Hough
Myrtle Ingerson
Mary R. Joynton
Janice Keck
Margaret Kimmons
Walt Laude
Millicent Lenz
Mary Little
Virginia R. Lyle
Ramona Mahood
Erwin Mapp
Connie Marchant
Joan M. Marcotte
Mrs. Betty Martin
Jess Martin
Eugenia Mauldin
Joe McClure
Inger McEwen
Katherine Montague
Jean Moore
Rosanne Moore
Resse Moorehead
Joan Nichols
Patricia A. Phillips
Teri Poston
Les Pourciau
Gary Purcell
Martha Rankin
Evan Razenblad
Kay Reeder
William C. Robinson
Mike Rothacker
Willodene A. Scott
Susan Selig
Ronald R. Sommer
Al Stewart
Margaret Sykes
Walter Thigpen
Mrs. E. Ray Thrasher
Mary Lou Turpen
Van Veatch
Mary E. Waddle
Carolyn Whitson
Lynn Whitson
Randy Whitson
Beth Wilcoxson
Saundra Williams
Wiley Williams
Dudley Yates
Beverly Youree